AP 8 P55

Philippine Education



FEB 1905 v.1 no.3

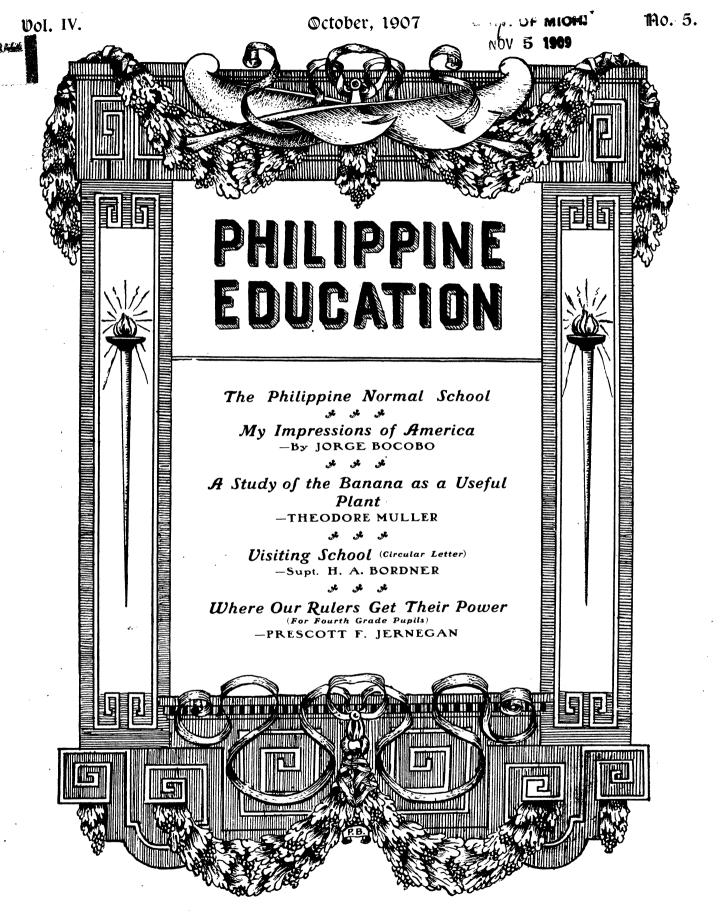
MAR 1905 v.1 no.4

JUN 1905 v.2 no.1

OCT 1907 v.4 no.5

JUL 1915 4.12 no.1

AP 8 .P55 Jift Miss Schryv. T.



A YEAR: \$ 1.00 U. S. Currency \$2.00 Phil. Currency If a man empties his purse into his head no man can take it away from him.

—Franklin.

A COPY:
15 Cents, U. S. Currency
30 Centavos, Phil. Currency

"FIRST BOOK IN ARITHMETIC"

BY G. A. WENTWORTH

BY G. A. WENTWORTH

This arithmetic is intended for Filipino children who are beginning the subject.

CHAP. I is a review of the numbers from one to ten, the various combinations of which have here been fully presented, together with abundant exercises easy of comprehension.

CHAP. II deals with numbers from one to one hundred. The metric system has been used, with some attention to measures peculiar to the islands.

"SECOND BOOK IN ARITHMETIC"

BY G. A. WENTWORTH

This book is intended for the use of Filipino pupils who have had one year's instruction in arithmetic. Much that ordinarily finds its way into arithmetics has been omitted, and the comparatively few subjects introduced have been thorough-

ly treated.

The material for the problems has been chosen in the main from the commercial and business life of the Philippines.

ACADEMIC ARITHMETIC

"FIRST BOOK IN ARI

BY G. A. WENTWO

This arithmetic is intended for Filipina
the subject.
CHAP. I is a review of the numbe
various combinations of which have h
together with abundant exercises easy.
CHAP. II deals with numbers fro
The metric system has been used, with
ures peculiar to the islands.

"SECOND BOOK IN AF

BY G. A. WENTWO

This book is intended for the use
have had one year's instruction in ari
dinarily finds its way into arithmetic
the comparatively few subjects introduly
treated.

The material for the problems has
from the commercial and business life

ACADEMIC ARITE
BY G. A. WENTWO

The Academic Arithmetic, The First
the Second Book in Arithmetic form a
prehensive enough to cover all the wole
ed of a Filipino boy or girl. The pre
Arithmetic are new and contain much
the latest date.

OTHER BOOKS SPECIALLY DESIGNED FOR THE PHILIPPINE
ISLANDS ARE:

Frye's Easy Steps in Geography.

Frye's Philippine Geography.

Newsom's Readers.

Newsom's Readers.

Newsom's Readers.

Newsom's Cammar.
Hilts's Philippine Drawing Course.

Lawler's The Story of Columbus and Magellan.

Miller's Philippine Folklore Stories.

CINN 2. COMDANY

***CINN 2. COMDANY By G. A. WENTWORTH

The Academic Arithmetic, The First Book in Arithmetic and the Second Book in Arithmetic form a three-book course comprehensive enough to cover all the work that should be required of a Filipino boy or girl. The problems in the Academic Arithmetic are new and contain much valuable information of the latest date.

FOR HIGHER GRADES, BOOKS SPECIALLY RECOMMENDED ARE:

Frye's Grammar School Geography.
Wentworth's New School

Wentworth's New School Algebra.
Wentworth's Plane and Solid Geometry,
Lockwood-Emerson Com-position and Rhetoric.
Blaisdell's Physiologies.
Moore and Miner's Book Keeping.
Montgomery's American Histories.
Collar and Daniell's First Year Latin.
Allen and Greenough's Latin Series.

For further information regarding those books address

💥× CINN & COMPANY

FINE PRINTING

LETTERHEADS AND OFFICE STATIONERY VISITING CARDS AND INVITATIONS -:- -:-

WE GIVE ESPECIAL ATTENTION TO PROVINCIAL ORDERS AND CAN PLEASE - - - YOU - - -WE ALSO DO ALL KINDS OF BOOK-

BINDING

OUR PRICES ARE RIGHT -:- -:-LET US ESTIMATE ON YOUR WORK -:-

The Oriental Printing Co. MANILA

CORNER PALACIO AND REAL, INTRAMUROS

FREE

PHILIPPINE EDUCATION

FOR ONE YEAR WITH SIX MONTHS' SUBSCRIPTION TO

Тнв CABLENEWS FOR \$10.00

Two subscriptions for Philippine Education, same or separate addresses, with ONE YEAR'S subscription to The Cablenews for \$\mathbb{P}\$20.00.

This is an opportunity to obtain two of the best papers in the islands for an absurdly low price.

Take advantage of this offer at once and send in your subscription to

> THE CABLENEWS, 18 Calle Nucva, Manila.

The Strenuous Life

Loses Much of its Nerve Racking and Physically Exhausting Terrors, if You Drink:::

San Miguel Beer

Refreshes
Invigorates
Sustains

Cheaper than Imported Beer Order Direct from the Brewery

P. O. Box 271 Phone Exc. 17

WE SELL

AGRICULTURAL MACHINERY

Of All Kinds

And want to correspond with every user of Machinery throughout the Islands—Our Catalogue and price list will be forwarded upon Application, and any information we can give relative to Agriculture Cheerfully Furnished

Write To-day
CASTLE BROS.-WOLF & SONS

Agricultural Machinery Department Manila, P. I.



The Man With **A Millstone About His Neck**

The millstone is lack of special training. It holds one man down to hard work and small wages while others, properly trained, go ahead. But every man and woman who is´ under such a burden can easily rise to a better position and increased earnings and can find out how for the asking.

To find out how, simply write the I. C. S., stating the position you wish to gain. In return, an institu-tion with 15 years of suc-cessful experience in training thousands of others for advancement will tell you how it can fit YOU for a better-paying position. No matter where you are or what your present position is we can prepare you for a better position. All our instruction is by mail. You study in your spare time: can you afford to waste it?

Mechanical Eng.
Machine Designer
Mechan'l Draftsman
Foreman Machinist
Teacher
Foreman Molder
Gas Engineer
Refrigeration Eng.
Refrigeration Engineer
R. R. Const. Eng.
Surveyor
Mining Engineer
Mining Engineer
Mining Engineer
Mining Foreman
Textlle-Mill Supt.
Foreman Plumber
Foreman Plumber
Building Cont.
Architect'l Draft. Dynamo Tender

Bookkeeper

Civil Engineer
Stationary Eng.
Marine Engineer
Hydraulic Eng.
Municipal Eng.
Bridge Engineer
R. R. Const. Eng.
Surveyor
Mine Foreman
Textile-Mill Supt.
Foreman Plumber
Building Cont.
Architect To Speak French
Bookkeeper

Structural Engineer

For complete imformation regarding any of the above courses

Address our MANILA AGENCY INTERNATIONAL CORRESPONDENCE SCHOOLS

Box E, 429

Manila, P. I.

FIRE **INSURANCE** We do all classes of Fire Insurance all over the Philippine Islands.

Send us at once the particulars of what you require to be covered, and we will write it for you at the lowest possible rates.

PERSONAL ACCIDENT INSURANCE

This is what every man in the Philippines should have; you never know when you may meet with an accident which will prevent you

from carrying out your daily occupation, and if you travel you require it even more. Send for particulars to

SMITH, BELL & CO.

AGENTS

MANILA

ILOILO

CEBU

Eleven More Question Books

Each book contains one Thousand and one Questions and

WE HAVE THE FOLLOWING TITLES:

1001 Questions and Answers on U. S. History.

(Including the U.S. Constitution and Amendments.)

1001 Questions and Answers on Geography. 1001 Questions and Answers on Arithmetic.

(Including nearly 300 Test Examples, with Solutions.)

 1001 Questions and Answers on Test Examples in Arithmetic.
 1001 Questions and Answers on Grammar.
 1001 Questions and Answers on the Theory and Practice of Teaching.
 1001 Questions and Answers on Physiology and Hygiene. (Containing a Chapter on the Physiological Effects of Alcohol and Narcotics.)

1001 Questions and Answers on Orthography and Reading.
 1001 Questions and Answers on General History.
 1001 Questions and Answers on Botany.
 1001 Questions and Answers on Physics or Natural Philosophy.

These books are bound in cloth and therefore cost more than "1001 Questions and Answers on Philippine History and Civil Government."

PRICE P1.15 CONANT EACH

The 11 BOOKS for \$\mathbb{P}10.75. P1.90 saved Postage 6 centavos each.

Send your Orders to

FRANK R. LUTZ,

Editor PHILIPPINE EDUCATION

HARTIGAN, RHODE & **GUTIERREZ**

ATTORNEYS-01-LAW

At Entrance to Ft. Santiago

Telephone 305 No. 7 Calle Audiencia

EARLE AMERICAN

223 Calle Palacio, Walled City Good Table Board, Cool, Comfortable Special Rates to Teachers Te Board and Room by the Month:

Mrs. ELLEN EARLE, Proprietress Phone No. 634

(Opposite Army and Navy Club) 💆 deskale deskale deskale deskale skalenkale deskale deskale skalenkale 🗨

Telephone

Cable Address: "GIBSON"

JOHN GIBSON

Dealer in Native Hard Woods, Oregon Pine and Redwood Lumber, Mill-Work and Furniture of All Kinds,

T. J. PIFFARD, Supt.

Rodriguez Arias San Miguel, Manila Tankarananananananananananananan Tanan Ta

omhahhamammamh kamhehhae o

''It's Simply Wonderful!''

That's what Mr. Bryan said of the Germinal plant.
Some people differ with him in politics, bul all agree that

Germinal Cigars Are the Best

FACTORY AND SALES ROOMS 40 M. de Comillas—Foot of Ayala Bridge

 $ar{\mathbb{S}}$ recharierenden errekerikere er $ar{\mathbb{S}}$

PHOENIX ΓHE

First Class Coach Factory

PADERN & MORENO JOSE PADERN, Manager

MANILA

177 Echague Street

P. O. Box 11

El Phoenix

Carroceria de Primera Clase

PADERN Y MORENO JOSE PADERN, Administrador

MANILA

177 CALLE ECHAGUE

AP. DE CORREOS 11

REINA VICTORIA **IMPERIALES** KIOSKO HABANERO KUENZEE Q STREIFF PERFICTOS

Philippine Education's

Magazine Bargains:

BIG PER CENT SAVED

COMBINATION A

REGULAR PRICE

1 year \$3.00 Our World's Work 1.00 Price McClure's 1.00 Only Delineator 1.00 \$4.00 Philippine Education

\$6.00

COMBINATION B

Philippine Education 1 year \$1.00 Our Primary Education 1.00 Only Popular Educator 1.00 \$3.00 Pathfinder (a weekly) "

\$4.00

Any three for\$2.50 Any two for 1.75

COMBINATION C

Review of Reviews \$3.00 Our Woman's Home Companion _ 1.00 Price Success 1.00 Only Philippine Education 1.00 \$4.10

\$6.00

COMBINATION D

Philippine Education \$1.00 Our The World To-Day 1.50 Price The Little Chronicle...... 1.50 Only (a weekly) \$3.00

\$4.00

COMBINATION E

Review of Reviews\$3.00 Our

Philippine Education 1.00

\$4.00 \$3.00

COMBINATION F

Philippine Education \$1.00 Our Price The World To-Day or Only The Little Chronicle

\$2.50 \$2.00

Subscription must be paid in advance Send your orders to

Philippine Education

Manila, P. I.

Bazar Filipino

Hardware Cutlery Household Goods

113 Escolta

(Next column) ดูขอกรอกรอกรอกรอก You can Dodge a Carabao

But you can't dodge the fact that



We have the largest and best selected stock of any store in the Philippines carrying : :

Send for Catalog

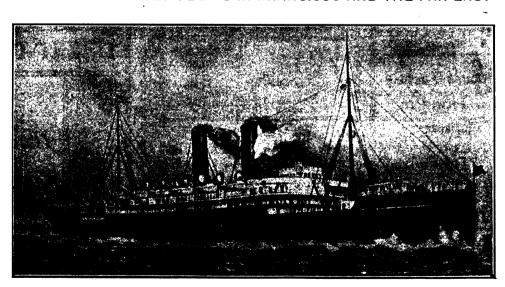
Mail orders promptly filled

SQUIRES BINGHAM & CO. MANILA

THE SEMI-TROPICAL ROUTE

PACIFIC MAIL STEAMSHIP CO.-OCCIDENTAL AND ORIENTAL S. S. CO.-TOYO KISEN KAISHA

uthern route; passengers enjoy t-doors throughout, deck bath-



ll ships call at Honolulu, Oah hemostfertileand beautifulisiar f the Decisio

The SIBERIA, Yokohama to San Francisco 10 days 10 hours
The only line to San Francisco, the greatest port of the Pacific

CASTLE BROS.-WOLF & SONS.—Agents, Manila, P. I.

Philippine Education

Uol. TU

Manila, October, 1907

Do. 5

FRANK R. LUTZ

Publisher and Editor 90 Escolta, Manila, P. I.

DR. JOHN G. COULTER University of Chicago, Advertising Agent for the United States.

A MONTHLY JOURNAL DEVOTED TO THE PHILIPPINE PROBLEM EDUCATIONAL, INDUSTRIAL, COMMERCIAL, FINANCIAL, SOCIAL.

Subscription Rates .- Philippines, Hawaiian Islands, United States, Alaska, Mexico, Cuba, and Porto Rico:

One Half Year Single copy 15 cents or 30 centavo In Manila, to street addresses __ P2.50 a year.

TEN NUMBERS A YEAR

In Foreign Countries in the International Postal Union other than those named above, subscription, postpaid, \$1.50 a year. Single copies 20 cents (American money).

Missing Numbers.—Should a number of PHILIPPINE EDUCATION fail to reach a subscriber in a reasonable time after the 1st of each month, notify the publisher and the missing number will be sent.

Change of Address.-Notify us of any change of address-giving old as well as new address.

Discontinuances.—PHILIPPINE EDUCATION will be stopped at expiration of subscription unless otherwise ordered.

Remittances.—Money can be sent by post office money orders, or by drafts. Letters carrying money should be regis-

Address all communications directly to "PHILIPPINE EDUCATION"

P. O. Box 577.

Manila, P. I.

Advertising rates will be mailed on application

Entered at the Manila Post Office as Second-Class Matter.

IMPORTANT NEEDS

During the past five years there has been much experimenting in textbooks. In the beginning, books used were necessarily those published for American

children, and were unadapted in vocabulary and methods to the conditions here. Since then various publishers have sent books more or less well adapted, which have practically all been put into use. At the present time supervising teachers and superintendents have on hand stocks of books of the first lot, and of those more recently ordered but not usable. The best books are all in use, but there are not nearly enough of them, so that many teachers are still compelled to use books purchased several years ago, and have benefited very little by progress in our textbooks during these years. Some teachers refuse to use these old books and have attempted to provide their own outlines and lessons, at a very great expense of time and effort. While the teachers have on hand old books in sufficient quantities, they are not supplied with others; and where the old books are but little used, the outlook is not encouraging. This is retarding the progress of the schools and is certainly very uneconomical. Especially here, where the native teacher depends so much on the text, the best book is the most economical. One of the greatest needs of the schools now is not new texts but the disuse of poor, unadapted books, whatever their condition, and the general use of the best texts now in the field.

The second need, almost as important as the first, is the use of a definite series of textbooks, especially in the primary schools. There are very few schools in the islands where two books in the same series are used in successive grades. The use of so many books, which are not in any series, and the old books are largely to blame for this, but it is generally felt among the teachers that the series idea has not been strongly enough emphasized. The various textbook committees in their reports have urged the adoption of a complete series of texts for a number of years.

This was emphasized in the last Superintendents' Convention, and recently the supervisors in a number of provinces have adopted resolutions requesting to be relieved of the old texts and provided with a series of books for their districts.

At present nearly half the teachers' time in arithmetic and geography is used explaining the new words before the real work of the subject of the text can be taken up. The series of books we need must be arranged so that they are pedagogically a unit, each book helping out, extending, and further applying the vocabulary, language elements, and facts developed in the others in the same grade. This means economy of time, effort, money, and insures definite uniform work.

As stated in our editorial of last month uniform examinations should mean uniform texts, and it is obviously unfair to send out general examinations based upon texts with which teachers are not supplied and can not be supplied so long as they have the old texts on hand. The use of a uniform series of texts should precede uniform examinations, relieve the present uneconomical, and unpedagogical conditions, and result in great improvement in the school work, especially that done by the Filipino teachers.

HIGH SCHOOL ARTICLES

Some weeks ago an invitation was sent out from the office of the educational paper to all the principals of high schools to submit articles, for

publication in this journal, reviewing the work of the schools, placing special emphasis upon the strongest features of the work being done. The invitation was prompted by the desire to furnish the school people throughout the archipelago, and many others not connected with the bureau of education yet looking on with interest, a general idea of the work of our high schools at the present time.

A number of principals have already engaged space in these columns. The Philippine Normal School was the first to respond with an article which appears on other pages in this issue. And it is altogether fitting that this series of articles should be opened by the Normal School as it stands to-day as our highest institution of learning under the control of the bureau of education. This article conveys the true spirit of the Normal and will be the means of giving to thousands a better understanding of this splendid school. And this is what this series of articles aims at—a better understanding of what our highest schools are doing

point. What do our schools, our highest schools, stand for? What are their ideals?

The Normal School has honored these pages with a review of its work, ideals, and spirit. The editor greatly appreciates it, but not more than he will appreciate the honor that others will similarly confer. These pages are always open to any school or individual whose contributions have the constructive and not the destructive elements.

THE PROPER **EDUCATION**

One of the regular and more than generous contributors to this journal signs himself H2b. For a year or more these columns have been honored

by his pen. Thousands have read his songs with delight. But it would seem that the Muse was exceptionally kind when he wrote:

Yes; the proper education for the Philippines Is industrial education, by all and any means. And the proper education for the brown or any race, Is just the education that with the times keeps pace.

The formost education and the one of vast more use Is the one that teaches how to do, our hands from vice to loose; The one that sends us out of school prepared to battle life, Not with a head of X+Y's, but with throttle, plane or knife,

With chisel, mall or plowshare, a hoe and rake or drill, Or knowledge of a household, to lighten work and bill. A knowledge of our government, and how the laws are made, That equal rights may be for all, for which our tax is paid.

A knowledge how to measure man by worth and not by race, For in them all that brotherhood of human beings we trace. Long live this education for the black, the white, the brown, That moulds a child to live the best—such education crown.

This little poem voices so completely the sentiment of this journal respecting proper education that we refrain from further remarks, other than to say that the school that takes up the spirit of this poem and carries it into execution will be the richest blessing to its community that God can bestow.

IN CAMILING

In our September issue under the GOOD WORK heading "Teachers Saving Money" we called attention to the work of the teachers in Albay along the line of

saving. In this number we are glad to note what Camiling, Tarlac, is doing. We quote in full a communication from Camiling on this subject:

"The teachers of Camiling are bringing to the notice of all the people the importance of and benefits to be derived from the postal savings bank. The supervising teacher has offered a reward of ten pesos to the teacher who has saved the greatest per cent of his salary by March 31, 1908.

"All native teachers, twenty-six in all, have made deposits to which they add each month.

Mr. Eudoxio Masilongan, a bright, public-spirited young teacher, has offered a prize of five pesos to the pupil who has the largest bank account by the end of March. Nearly two hundred are now depositors and over seventy have bank

The industrial work assists in this materially, as the pupils make their own hats and deposit the price of a new one. They also make hats for other members of the family and friends. The girls of the intermediate school are making salable articles in sewing class and depositing the proceeds."

Twenty-six teachers in Camiling and every one of them saving money! Is it because the average salary of the Camiling teachers is higher than in all other districts or is it because the supervising teacher believes that this kind of work will promote the general welfare of his community? Twenty-six teachers in Camiling and twenty-six saving money! A splendid

record for any supervising teacher and one of which Mr. Leo G. Grove may justly feel proud.

And we would especially refer to the work being done by Mr. Eudoxio Masilongan. As a result of his work in interesting the people in the benefits to be derived from the postal savings bank, there are almost TWO HUNDRED pupils who are depositing money, and SEVENTY with bank books. Is he offering five pesos of his own salary because his salary is larger than it ought to be or is he doing it out of a genuine interest in his people? We do not know Mr. Masilongan. We know nothing more of his work than is mentioned in the above communication, but we risk the remark that instead of receiving too high a salary he does not receive half enough, and further, that it is not possible to pay such as he what they are worth to a community. The man that does such things well may be depended upon to do other things well. Mr. Masilongan stands as an example of what a Filipino teacher can do in a community in the way of forming the habit of saving. And if he continues this work long enough there will be more than one young man and woman who will go out into life with the habit of saving his or her earnings. And this goes a long way towards guaranteeing success and happiness in life. Three good, long, loud cheers for Camiling!

And in this connection it is not unfitting to refer to the fact that every teacher in Camiling, and twentyfive or thirty pupils, are personal subscribers to their educational paper. This is only a part of the spirit of progress that seems to characterize the work of the teachers and pupils of Camiling.

We are glad to announce that three

THREE NEW new courses are being begun in this COURSES issue of Philippine Education-"Paper Sloyd for Grades I-A and I-B," by

William F. La Pointe; "Letters to Fourth Grade Pupils about Civics," by Prescott F. Jernegan; "Economic Products of the Philippines," by Theodore H. Muller.

The first course will meet a long felt need. Mr. La Pointe presents the subject matter in such a clear and definite manner that our first grade teachers can not fail to get a great deal out of it. In his "Letters to Fourth Grade Pupils" Mr. Jernegan will undertake to cover the ground of civics as required by the "Revised Course of Study for Primary Schools." The following is the requirement:

(b) Civics (twice a week.)

Simple parliamentary rules of order. Organization and conduct of meetings. Laws and regulations govern ing elections. School Laws. Land registration laws and regulations; Postal Saving Bank Laws and regulations. Municipal Code and Provincial Government Act, etc.

In his series of articles on "Economic Products of the Philippines" Mr. Muller proposes to give the history, origin, general method of cultivation, and economic value of our leading products. This course may be used by teachers of nature study and as collateral reading by classes in agriculture and botany in our provincial schools. We believe that this course will be of immense value to those who use it. It will widen our knowledge of economic tropical plants. It will aid in inculcating a love for the useful plants that surround us, and do much to counteract the feeling that farming is degrading.

Philippine Education is fortunate in being able to furnish its readers three more such valuable courses.



A SECTION OF THE LEPER COLONY

TO RID THE ISLANDS OF LEPERS

Steadily on goes the work of the government in its praiseworthy task of freeing this country from that loathsome disease known as leprosy. The Commission lately set aside \$\mathbb{P}_{500,000}\$ for continuing their plan through the present fiscal year.

Everybody knows that the leper colony is on the island of Culion. Homes to accommodate 1,000 lepers have already been built. Houses for 2,000 more will be constructed as rapidly as possible. It is believed that there are about 4,000 of these unfortunate human beings within our borders. As rapidly as possible the government is gathering them up and taking them to Culion from whose shores they can never depart. Every effort is being made to make life as pleasant as possible for them on this little island. They are given chances to engage in industrial pursuits. In a word they are given every attention possible.

It is the hope of the government to have all the lepers in the Philippines on the island of Culion within a few years.

SAMAR PEACEFUL

A week or two ago Governor General Smith issued an order authorizing the people of Samar to elect their own governor in the coming November elections.

The peace conditions of Samar seem sufficiently good to justify the order. Major John B. Murphy is the present governor, having been appointed to the position by executive authority as Governor Curry's successor.

NOVEMBER ELECTION

The election of provincial governors will take place on the fifth day of November. Considerable interest is being shown in many localities.

INCREASING MUNICIPALITIES

Under the administration of Henry C. Ide, for purposes of economy, a number of municipalities were consolidated. The Commission recently passed acts increasing the number of municipalities as follows: Nueva Ecija from 15 to 21; Tayabas from 24 to 26; Cavite from 12 to 13; Pampanga from 16 to 18; Rizal from

This increasing of municipalities certainly means improved conditions.

CHOLERA AGAIN

Cholera is making an effort to get among us again. There were eleven cases in Manila within 24 hours late in September. The bureau of health, and we may depend upon it, will make a hard fight to keep the monster out. Caution is about the only safeguard.

DUTY ON RICE NOT REDUCED

Some time ago the Filipino Chamber of Commerce petitioned the Commission to reduce the duty on rice. The Commission considered reduction of duty on rice unwise as it would benefit the Saigon rice grower and not the Filipino farmer.

INTERESTING NOTES ABOUT PRESIDENTS OF THE UNITED STATES

Washington and Monroe were the only presidents that served in the field during the Revolution. They were together at Trenton, where Monroe, as a lieutenant, was wounded.

Van Buren was the first president that was not born a British subject.

Madison was "the last surviving signer" of the Constitution of the United States.

Jefferson was the first president to make any political speeches in a foreign tongue. German used.

Cleveland was the only president to deliver his inaugural address extempore. Filmore made no inaugural.

The Bible on which Cleveland was sworn in was presented to him by his mother when he first started out in life.

W. H. Harrison was the oldest man elected to the presidency, and Roosevelt the youngest.

Garfield was left-handed.

QUESTIONS

- When will the next election be held? What officers will be elected? On what day?
- What is the general or usual cause for consolidating
- 2. What is the general or usual cause for consolidating municipalities? What does increasing municipalities indicate? How are these things done? In what provinces were municipalities recently increased?

 3. Where is Culion? What good work is the government doing there? Why should this be done? How much money has been appropriated for this work for the present fiscal year?
- 4. What province will *elect* its governor next month for the first time? Why has this privilege been withheld so long? the first time? Why has this privilege been withheld so long? By whom was the privilege given? Where did he get his
- authority?

 5. What is a chamber of commerce? What did the Filipino chamber of commerce recently ask of the Commission? Was the request granted? Why not? How would a reduction of the tariff on rice benefit the Saigon farmer and harm the Filipino farmer?



ASSEMBLY HALL, PHILIPPINE NORMAL SCHOOL

THE PHILIPPINE NORMAL SCHOOL

Nearly every Filipino teacher and pupil has heard of the Philippine Normal School. Probably you think you know just what kind of a school the Normal is.



GEORGE W. BEATTIE, M. S. SUPERINTENDENT PHILIPPINE NORMAL SCHOOL

You have read the catalogue, it may be, and have seen some one who has been at the school. You know that it is the central .educational institution of the government public school system and that its purpose is to train students from all parts of the Philippines to go out as teachers to all parts of the islands. You may know this and vet fall far short of understanding the Philippine Normal School. Even those who have attended the school are sometimes so busy with their own work that they do not know just what the school as a whole accomplishes. Catalogues, however good, are filled with mere facts and figures and do not fully tell us just what ideals and methods a school stands for. It is the purpose of this article, therefore, to tell you something of the ideals that shape the work at the Normal School and the special features of the school that make its work of the most importance to these islands.

A diploma from the Philippine Normal School under the present system represents the completion of eleven years of study, seven years in the primary and inter-mediate grades and four years in the Normal School proper. What these eleven years of work stand for you may know from the fact that the best of the Spanish schools, the Ateneo de Manila, gives the degree of A. B. Bachelor of Arts, at the completion of ten years of study. The subjects of study in the Normal School course are in some respects not so advanced as are offered for the degree of A. B. in the Ateneo and similar schools, but it is evident that eleven years of hard study with proper teachers and methods of instruction must give as much mental training and general knowledge as has hitherto been required for the bachelor's degree in the Philippines. The Philippine Normal School, then, stands for the highest of secondary instruction that has yet been established in these islands; for it is equivalent in training to the old Spanish secondary course and the college course for the bachelor's degree combined.

In number of years' study and the general character of its course of study the Normal School is similar to the excellent provincial high schools of the Philippines. There are some advantages possessed by the Normal School, however, which it is difficult, if not impossible, at present, to secure in the provincial schools. Were there not such advantages the government would not need to maintain so expensive a school in Manila to duplicate the work of the provincial high schools.



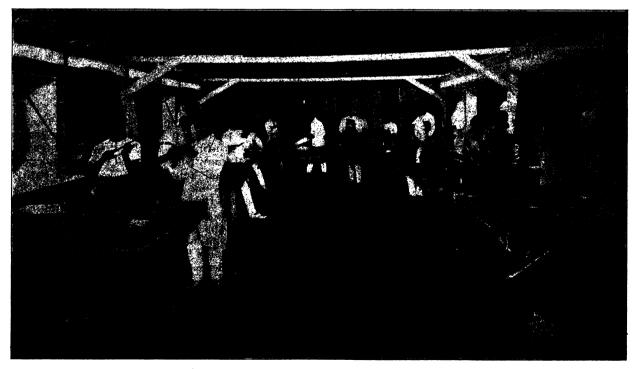
DOMESTIC SCIENCE LABORATORY

One of these advantages is the superior equipment in buildings, books, and laboratories that the Normal School possesses. With its seven large buildings, besides the two magnificent buildings rented for the Girls' Dormitory and Nurses' Training School, the Normal School is able to offer a variety and kind of work impossible elsewhere in the Philippines.

No less than thirty three units of work are offered this year in the Normal School. A "unit" in this meaning of the word is a single study pursued throughout a school year for five periods a week. That is to say, if a student should carry four studies at a time he would have to remain at the Normal School more than eight

years to learn all that is offered there. A course in the Normal School leading to a diploma requires about sixteen units, to be completed in four years work.

Perhaps you think that you could carry more than four studies at a time. This number however, is the limit allowed at the Normal School, with some exceptions, because one of the chief aims of the school is to impart exceptionally thorough and full instruction in each branch taught. It is believed to be of more value to learn a few things well than many things superficially. The well trained mind can acquire knowledge from books and other sources without teachers. There is a lifetime after the school days to accomplish the filling up of the



MANUAL TRAINING LABORATORY



ZOOLOGY LABORATORY

mind with facts. The school, especially the secondary school, is the place to train the mind to accurate and thorough methods of thought and study.

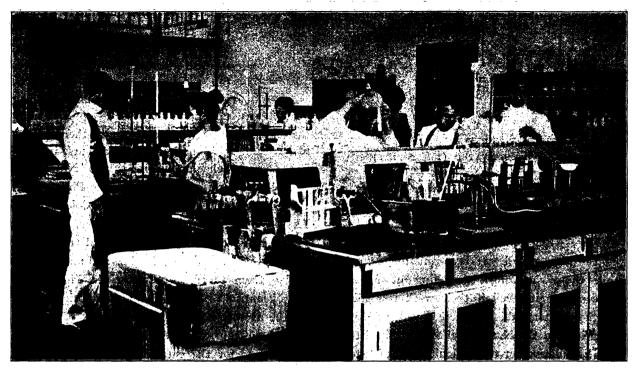
A course of study, for example, prescribes chemistry. Chemistry can be learned from a book so that a student can answer a set of examination questions. If the teacher performs a few experiments before him, his course is still better. If he performs a few himself, he has learned much more, but if his course in chemistry consists in learning from actual experiments in a well equipped laboratory every principle he studies, if he analyzes and writes down his own observations of his own experiments and submits this to the individual criticism of his teacher, he is studying chemistry by an entirely different method than that of answering questions from a book only. The Normal School has by far the best equipped laboratories for the purpose of science study of any secondary institution in the Philippines. In physics, botany, biology, zoology, physiology, in fact all branches of science taught in our schools, the student gets the practical training in the use of the tools of scientific investigation which alone produces in his mind the proper fruits of scientific training.

In the studies which are pursued chiefly from books the same is true. At the Normal School the same course means more than it can mean elsewhere in the islands because the books and other aids to study are more abundant. It is impossible to study history, for example, properly without comparing several books. History is not an exact science like arithmetic. History must be studied from several points of view to be understood. Many books are necessary to do this properly. In the libraries of the Normal School and of the Girls' Dormitory are more than two thousand books on various subjects. Several hundred of these are historical. On Philippine history alone there are about one hundred volumes. It is possible to add much to the richness of the course of study by means of these books.

The Normal School gives superior advantages for study because of its large number of teachers, about twenty-five at present. Many of these teachers are specialists who have given years of preparation to the special subjects they are teaching. They are able to present facts and use methods in the treatment of their subjects which are impossible for teachers who are obliged to teach several different subjects at the same time.

A school might have many buildings, books, apparatus and teachers and yet fail of proper educational results. The real test of a school is the fidelity with which it maintains its standard. A standard of study is hard to attain and harder still to imitate. Certain colleges and universities of America are known all over the country for the high standard of attainment required of their graduates. Other schools may have as many buildings, books, and professors and the same subjects of study but somehow their graduates fail to show the same scholarship and ability to do life's work as is shown by those trained in these famous schools. Our schools in the Philippines have not been established long enough to afford a thorough test of standards. The writer of this article, however, can say from five years' observation of the Normal School that a very high standard is required for promotion and graduation. The chief factor in determining the quality of work that shall be accepted for promotion and graduation is the superintendent or principal of a school. The writer can say from personal knowledge that the superintendent of the Philippine Normal School since 1903, Mr. George W. Beattie, M. S., is one of the most conscientious men he has ever seen. His constant ambition has been first of all to make a good school, large if possible, but not large at the expense of a sacrifice of standards of scholarship. No one is promoted at the Normal School because he is rich, or because he has political influence, or because he has been there the required number of years, or because he knows a certain number of words. The student must show that he has mental power, that he not only knows more this year than last but is better trained, that his mind is growing and not merely the pile of facts that is being heaped up in it.

Students who have done poorly in provincial schools often come to the Normal in the hope of escaping their past record and being promoted more quickly. This



CHEMISTRY LABORATORY

is a great mistake, as many have found out. Only capable students who are willing and able to work hard should come to the Normal, otherwise they will meet sure disappointment. Instead of entering a grade higher than you were placed in the provincial school you will perhaps be placed a grade lower when you reach the Normal. The work of the provincial schools is magnificent and every Filipino should be thankful that such opportunities for education as they offer are obtainable at home at such small cost. It is not intended to disparage the work of these schools. But the Philippine Normal School is for the purpose of training the best of the young minds of the Philippines for the highest

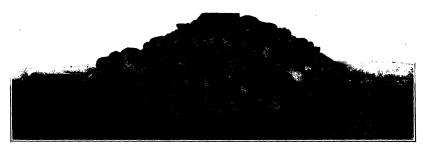
It must be remembered that the standards of to-day have been gradually attained. The earliest graduates of the Normal were not instructed under the new course of study. The urgent demand for Filipino teachers made it necessary to permit some to graduate who would not be allowed to graduate under present standards.

walks in life which the opportunities of to-day offer.

made it necessary to permit some to graduate who would not be allowed to graduate under present standards. This raising of standards has been going on in all schools of the islands and in none faster than the Normal. This need not discourage students; for the prize of graduating from a school with the fullest facilities and highest standards is worth great effort and, if necessary, a year or two more of study.



SCHOOL GARDEN



UNCULTIVATED (101/4 POUNDS)

Those who are to be teachers and those who are to enter the professions of law, medicine, engineering, etc., need a more exact and fuller secondary training than those who are going to enter the commoner walks of life from the high school. It is permissible in a high school to let those who can get something out of a course of study complete it, even if their work is mediocre, provided they enter callings where exact scholarship is not essential, but the Normal School is obliged to lay a thorough foundation for the difficult tasks of teaching and the other professions. Students who get this supe-

rior training at the Normal School go back to their provinces to elevate the standard of teaching in the primary and intermediate grades, to encourage others to gain a higher education, and in the end they greatly promote



rows one-half meter apart (69% pounds)

the cause of education in their own provinces. There is therefore no loss to the province or the provincial school in sending its best students to the Normal. No mistake could be greater than to imagine that the Normal is anything but a hearty supporter of the provincial schools. It exists only for these and not for Manila alone.

For those who wish to become teachers the Normal, of course, offers very special advantages. On the Normal

grounds are classes of every grade from the kindergarten to the four years of the high school course. The entire educational system of the islands as thus far developed is shown in actual operation under experienced teachers. Students of the higher classes in the Normal course teach a part of the time in the lower grades under the observation of critic teachers and thus get a real professional training for their work. The time will come when it will be thought as unrea-

sonable to send out one to teach without some training of this sort as it is now to allow doctors to practise medicine without a medical education. Some are born teachers, but these are very few; even such derive great profit from training and practice under skilled eyes.

There are many other things which give special value to a course in the Normal School. There is the Nurses' Training

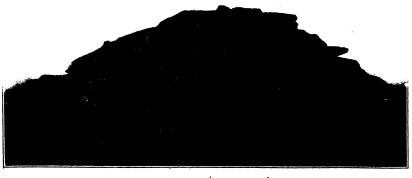
School, the first of its sort in the Philippines, under the efficient management of Miss Coleman and Miss Layton. There is the girls' dormitory, under the same direction, which is a center of social training in which the girls acquire tastes, habits, and manners that will enable them to create all over the Philippines homes more beautiful, better ordered, and otherwise superior to the average home.

Of the courses in detail there is not room to speak here. Send for the catalogue. It may not be known, however, to all the readers of PHILIPPINE EDUCATION

that the Normal School now gives complete high school courses leading to the study of law, medicine, and engineering; that it offers a course preparatory to business and one for preparation for entrance to American colleges, also

a partial course in agriculture.

During the year there are many distinguished visitors from various countries who come to the Normal. Some of these address the students. There are receptions, dances, all forms of athletics and every agency yet introduced into Philippine educational life to make the course rich and profitable for those who, often at great sacrifice, come from the provinces to complete their education at this center of learning.



CULTIVATED (99 POUNDS)

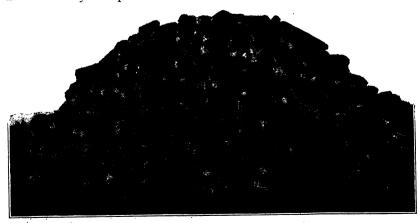
Yield from equal areas of corn land in school garden.

The Normal School, as has been pointed out, is ever broadening its work to meet the demands of the higher institutions of learning, like the Philippine Medical School, and to fit for special careers in the public service. Its courses of study and the character of its work are chosen and regulated to fit these demands. The preparatory law course, for example, prepares students to enter directly upon the duties of a justice of the peace or for entrance to a law school. New appointments to the positions of justice of the peace and auxil-

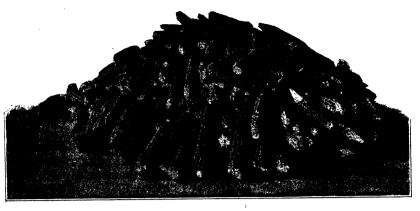
iary justices of the peace are made in part from lists of students who have completed this course, as certified to the Governor-General by the Director of Education. The work of the provincial high schools, on the other hand, does not call for so great a variety and advanced character of work; for they exist primarily for

giving a fixed average of secondary education to those who, for the most part, will not pursue further courses in higher institutions of professional learning. Those who have completed the requirements of the grades with fair credit may hope to successfully pass

through the provincial school, but those who wish the fullest preparation and the largest number of advantages for advanced work should, if possible, seek it at the Normal. Out of the Normal School will gradually grow the Philippine University, which will have not only the professional schools of law, medicine,



BARN-YARD MANURE (1633/4 POUNDS) Yield from equal areas of corn land in school garden



GUANO (II3 POUNDS)

and engineering but a college of liberal arts and a graduate school where in time all the higher academic degrees will be conferred. In coming years, when educational standards are fully understood and compared in the Philippines, those who will receive the highest prizes in professional and official careers will be those who

> carry diplomas from the schools whose work has stood the test of time and whose very name will be a passport to social and professional success.

In concluding this review the writer wishes to express the appreciation properly due the superintendent of the Normal

NITRATE OF SODA (1371/2 POUNDS)

School, Mr. George W. Beattie. No man could hope to win a more sincere respect from his teaching force and the students who have gone out into the world with the benefit of his advice and training than the wise and capable gentleman who presides over this interesting institution of learning. Widely known to Filipino students

> everywhere, his name will endure and increase as the symbol of high character, honest work, and persistent devotion to the training of that noble body of young men and women, the Filipino school With the wider field recentteachers. ly opened by the expansion of the Normal into a preparatory school for the other professions and by the estabof the far reaching correspondence course we may expect that name and work will be imperishhis ably impressed upon the records of the history of education in the Philippines.

MY IMPRESSIONS OF AMERICA

By Jorge Bocobo.

A government student recently returned from America.

No country can justly call itself perfect. All nations have their faults and their virtues. Hence, the mixture of ideas and customs is essential to the advancement of humanity and of any particular people. This thought started the "pensionado" movement. Being one of the government students who have just come back from the United States, I am asked to write about my impressions of the country. I shall, therefore, discuss briefly some of the things that I observed.

First, I saw the actual operation of true democracy, not democracy on paper, or in shadow, or in form, but real, living, true democracy. The government of the people, by the people, and for the people is not a mockery but a living reality. Law in America is supreme and obedience to it is the cornerstone of citizenship. "No man is so high that he is above the law." benign influences of liberty are manifold because it is regulated by law. Liberty, instead of being the panacea of the mob, the watchword of anarchy and disorder, and the instrument of tyranny, is the fair goddess of the law-abiding, peace-loving Americans. When one beholds the Statue of Liberty Enlightening the world in New York City, he sees the symbol of American policy. The beautiful statue itself was presented by France to America, but the foundation upon which it rests, which enables it to tower over stupendous buildings and to hold the light of truth from the heights, is made of American stone. So it is that the principles of the American Revolution were mostly French and Jefferson borrowed from France the eternal doctrines he set forth in the Declaration of Independence. But these principles would have tottered to the dust had they not rested, throughout American history down to this day, upon the native genius of the Americans for self-government; on their practical mind, their soberness, moderation, and love of order. Liberty in America then is built upon the firm foundation of law.

Nor is this obedience to law a blind submission to it as a thing of mystery and divine nature. The Americans obey the law because they feel that it is their own, that they have made it through their servants. So that it is this strong sense of citizenship that is another blessing brought forth by true American Democracy. And this sense of citizenship, this feeling that one is a part of the Commonwealth, also makes the American citizen take a personal interest in the obedience to and enforcement of the law. He is in close contact with the management of the state through the very frequent local, state, and federal elections; the jury box, the political conventions, mass-meetings, and rallies; the powerful press, and the discussions with his fellowcitizens.

Another aspect of this true American Democracy is that a man may stand on his own worth. "Equal rights to all, special privileges to none" is the principle pervading the whole social system. "Equality before the law" and "equal opportunities for all" are not mere theories but living principles, carried out into actual practice. This spirit of equality of rights has been a boon to America. It has put a special premium on honest industry and ambition. It has jealously guarded free competition in all lines of industry and commerce. It has nursed individual liberty and has given free play to individual initiative. American material prosperity is due largely to this equality of rights, to individual liberty and initiative.

Lastly, this true American Democracy banishes militarism. Americans hold that much militarism is detrimental to the interests of the republic. While the European nations are piteously burdened with their vast armaments, America remains true to the wise principles of her forefathers against militarism, and is nearer to the ideals of peace than any other nation.

Next to true democracy, wealth impressed me very much indeed. To-day, America's fabulous wealth is nigh beyond human conception. The country is enjoying a material prosperity such as she or any other country never enjoyed before. America is the storehouse of the world in wheat, the principal food of the civilized nations. She also leads the world in the production of such important staples as corn, cotton, and tobacco. In gold, the Transvaal only exceeds the United States, but in coal, petroleum, pig iron, steel, and copper, America is in the front. As to manufactures, conceive if you can of the capital of \$12,686,000,000 paying wages of \$2,611,000,000 and the annual value of products is \$14,802,000,000! Again, imagine if you can \$2,970,000,000 annual value of imports and exports! And what of the tremendous railroad system which has 301,000 miles of track which would more than reach the moon and which is half of the world's mileage. The commercial value of the railroads is \$13,213,000,000. Commercialism is so strong and so universal that many serious-minded men fear that pluctocracy has displaced democracy. It is alleged by many that the American's thought to-day does not soar beyond the counter; that his language is in terms of dollars and cents; and that he worships the almighty dollar. Many charge that the government is in the hands of the brutal trust and of the wealthy class, who mercilessly suck the life-blood of the poor, snatching from their mouth their daily bread, and smothering their piteous cries for justice. These charges are to a certain extent true, but they are exaggerated. They certainly show how rigid and imperious are the demands of American Democracy for the square-deal and for individual liberty. One thing is true, however, that America needs to moderate her spirit of business which is to-day tending toward the state of affairs charged by many to be already existing (as I have just mentioned) for a nation may have too much of commercialism and forget its true mission in the advancement of humanity. For a country to be wealthy, on the other hand, is the first essential to social progress. What we need in these islands is more of the spirit of business, of the desire to get rich; more ambition for commercial power and more stimulus for industrial and agricultural improvements.

Another important matter that I observed is the dignity of labor. Manual work is not looked upon as a disgrace, but as a manly calling; a thing to be envied and to be proud of, and not to be shunned and to be ashamed of. As Whittier sang:

"The doom which to the guilty pair, Within the walls of Eden came, Transforming sinless ease to care And rugged toil, no more shall bear

The burden of old crime, or mark the primal shame.' The willingness to do manual work is inborn in the American, and he loves to work, and work, and work. The laboring man is the pride of America. In him is found the best of American manhood and patriotism, in him is found the true American citizen. He is respected, protected, encouraged, and sympathized with.

The last thing which I shall discuss is the education of the masses. After all has been said, education of the masses stands out as the bulwark of American civilization. Wise distribution of knowledge, like that of wealth, is essential to the welfare of a nation. In America, knowledge is thoroughly diffused among the masses of the people, because of her excellent public school system. American statesmen have worked upon the theory that unless the rulers, the people, are educated, democracy would in actual practice become either a government of the mob, or a government of the few educated or wealthy class. So that now there exists in America a sound, wholesome, supreme, educated public opinion. It is the power behind the throne. The boodler may for a while enjoy his spoils, but sooner or later he must be brought before and condemned by Public Opinion. The briber cowers before the majesty of this sovereign. The great corporations tremble in their golden strongholds when faced by Public Opinion. Nay, even the mighty political parties submit to this silent but allcompelling force, to this infallible judge, according to American traditions.

Such are some of the things that I observed in the United States. We can learn from American institutions and thus uplift our country. Let us get down to business! Our political differences are incidental; our real interests are found in the development of our material resources; in making men more manly and women more womanly, and in bringing about enlightenment. In our struggle for social progress we are not alone, for from across the sea, we, the "pensionados," bring the sympathy and best wishes of the American people. Men may hurl condemnations at American commercialism, but it is an undisputed proposition that America,—America that wrung Liberty from the iron hand of Great Britain, America that struggled for the freedom of the seas, America that sacrificed money and blood for the vindication of human liberty in the great Civil War, America that rescued little, bleeding Cuba from the clutches of Spanish tyranny, America that is to-day punishing the greedy corporations,—I say this America unconditionally stands for Justice, Liberty, and Humanity! This America bids us to go on in our labors. With unfaltering hands and hearts, let us continue our conflict for a higher civilization, trusting in God who rules over the fates and destinies of nations.

The Oldest Mail Order House in The Philippine Islands

The Philippine Supply Co.

42 Escolta

P. O. Box 737

WRITE FOR OUR CATALOG IN SPANISH

PHONICS

One of the most important needs connected with the teaching of English at the present time is more attention to *Phonics* throughout the Primary Grades. The Filipino teacher as well as the children need constant drill in phonics. At several teachers' institutes fifteen minutes each day has been given to phonics for all teachers, and has given excellent results. It is a mistake to give attention to correct enunciation in the first two grades and neglect it in the third and fourth grades. Where children pass from grade to grade they often pass from a teacher having a good pronunciation to one of very bad pronunciation who proceeds to undo the work of the previous teachers. Cases are frequently observed of an upper grade teacher drilling a child in a wrong pronunciation, when the child himself pronounces correctly and the teacher very badly. It is very necessary that this phonic drill be continued through all the primary grades for both teacher and pupil.

The importance of phonics was recognized by the first text book committee in 1901, and the Ward Readers were ordered. They were, of course, too difficult. No other system of phonics was, however, presented until the publication of the INSULAR READERS.

The INSULAR READERS contain a complete phonic system, which is gradually developed through the four grades of the Primary school.

The first words taught the child must necessarily be taught as words, and the child must learn the pronunciation of each word separately. A teacher skilled in phonics could also give training on the separate sounds involved, but the Filipino teacher will probably for a long time be unable to do this. But when a number of words containing a given sound have been learned these words should be grouped and the pupil drilled on pronouncing them and making the difficult sound. This method should be followed out all though the first year and no diacritical marks should be taught during this year. The Insular Primer follows out this method. After the child has learned the words "fan," "flag," "five," "four," these words are grouped for drill on the sound of "f". The same method is followed for the other important sounds.

The book also takes full account of those sounds most difficult for the Filipino child.

In the Insular First Reader, the phonic work of the Primer is reviewed and discritical marks are introduced. In this book there are several pages devoted entirely to phonics. The child is drilled on lists of words, which are also review lists, and in reading sentences containing words having the sounds to be drilled upon. This work is very thorough, and if carried through cannot fail to give the results desired. Three years of trial have shown that it does give these results.

The phonic series is completed in the INSULAR SECOND READER, and the pupil learns the most important diacritical marks and how to pronounce words by their use. Diacritical marks can have but little value for the Filipino child except as they aid him in determining the proper pronunciation of words for himself, especially from the dictionary. This necessitates thorough drill in grades I and II, so that the pupil will always sound a letter correctly. The Insular Primer, First and Second Readers give thorough drill for this purpose.

In the INSULAR THIRD READER the pupil is required to apply his knowledge of phonics and their representation to the pronunciation of the new words in each lesson. As an introduction to the use of a dictionary, he is also referred to a vocabulary printed in the book in which each words is defined.

The main difficulty of using a dictionary in this grade is that the definition is likely to be more difficult or scarcely less intelligible to the child than the word itself. But in this vocabulary in the INSULAR THIRD READER each word is defined in words already learned up to the page on which the new word occurs. This eliminates the difficulty of the definition, but makes an excellent introduction to the use of the dictionary.

The teachers, using the INSULAR SERIES, have found this system of phonics well adapted to the Filipino teachers, easy to teach, and efficient. More attention must be given to this subject, however, and teachers and supervisors will find in the INSULAR READERS a system of phonics well developed, and thoroughly and practically applied. It makes a logical basis for the work in the Institutes. It is one of the strong features of the INSULAR SERIES, highly recommended by the various text book committees.



Everybody in the Philippine Islands who can read and write English is invited to contribute to this department. Every province should have something to say in every number of this journal. Let others hear of your work. Let others know what is happening in your locality.

-Mariano S. Dioso was appointed insular teacher about the middle of August and was assigned to the schools of Patnongon, Antique. He speaks well of the officials of the town, and is expecting to enjoy their

support in his school work.

- -Mr. Basilio S. Santiago, a geography teacher in the central school of San Isidro, Nueva Ecija, during the school years 1905 and 1906, has been appointed internal revenue clerk in the office of the provincial treasurer of Nueva Ecija as a result of a second grade civil service examination in English. Mr. Santiago was eligible for insular teacher, and had completed the intermediate course but failed to obtain appointment. He was appointed instead municipal teacher in the school mentioned for \$\mathbb{P}_{20}\$. In view of this fact he has the right to choose another bush, for it seems to him that this bush is scarce of fruits.
- -Division Superintendent Montavon of Rizal is on his way back to the islands. It will be remembered that Mr. Montavon went home some time ago on account of the serious condition of his wife.
- -Mr. Frank R. White of the bureau of education recently spent some time inspecting schools in Laguna and Batangas.
- -Vicente Rodriguez, acting supervising teacher of Busuanga, Palawan, writes that Arbor Day was enthusiastically observed in his town. A good program of songs, recitations, and speeches was rendered. One of the most interesting features of the program was a recitation by Claudio Sandoval, a bright little boy of seven. Many citizens of the town attended the exercises.

-Antonio B. Reinante, a primary teacher in Santo Domingo, Ilocos Sur, says Arbor Day was enthusias-

tically celebrated in his town.

-Mr. Wiley, a former supervising teacher, of Hinatuan, Surigao, is now in Rizal, having recently returned from the States.

-Cenon Garcia has organized a literary society in his school in Sual, Pangasinan. Mr. Garcia is one of the teachers who believes in keeping up with the times.

-The following government students recently returned form the States: Lemadeo Roque, Nicadio Miguel, Vicente Valores, Cenon Monasterial, Ramon Ochoa, José Munoz, José Reyna, Rafael Acosta, Fermin Borja, Timoteo Andaya, Joaquin Ramos, Gregorio Espinola, Martin De Veyra, Candido Alcazar, Domingo San José, Hipolito Hernando, Graciano Rico, José Val-

dez, Pablo Bueno and Justo Ramos.

-Everet M. Ellison, writes from Washington, D. C., "I arrived here early in August and went to work in the U. S. post office department at once. I am greatly pleased with my new position. I shall enter the medical school of the George Washington University next month. I shall be easily able to perform my government duties and do my work in college at the same time. I saw a bit of the world in my four months' travel." Mr. Ellison was principal of the provincial school of Bataan when he resigned. He is well and very favorably known in the Philippines.

- —Manuel Suriano, a councilor of Pontevedra, Capiz, and Cornelio Daiz of the same town died recently.
- -Mr. George B. Ames, the popular supervising teacher of Cavite, Cavite, is back. He got what he went after-somebody to share his troubles. Ask Mrs. Ames what she thinks of our mosquitos. And she is from New Jersey, too!
- -Now, boys, off with the hats again. This time to Division Superintendent Miller of Rizal. Master Robert Nelson Miller arrived September 6th and papa Miller has been "mucho ocupado" ever since.
- -Secretary of War Taft will address the schools of Manila on the grounds of the Philippine Normal School.
- -Rafael Reyes, a Filipino banker of note, recently sailed for Barcelona.
- -Mrs. Lutz, wife of the editor of the journal, is quite ill in St. Paul's hospital.
- -William W. Coon has returned to the Philippines and is now principal of the Sampaloc Intermediate School of this city.
- —The bureau of civil service has provided an opportunity for stenographers wishing an appointment to the Assembly to increase their speed. They are given practice every evening except Sunday evening.
- -Byron R. Wycoff is on his way back to the Philippines.
- -William E. Lutz, former division superintendent of Laguna, and Mary E. Roueche, a former teacher in the same province, were lately married. They reside in Douglas, Arizona, where Mr. Lutz is superintendent of schools.
- -The afternoon school for Manila teachers is now in session again.
- -Mr. Eladio M. Irozon, principal of the central school of Bulusan, Sorsogon, and his pupils gave a very pleasant entertainment for the people of their town late in August. An interesting program of 14 numbers was rendered.
- -Celedonio Reyes, formerly a municipal teacher in Angat, Bulacan, is now an employee in the bureau of internal revenue. He renewed his subscription for PHILIPPINE EDUCATION, saying that he needs the paper even though he is no longer a teacher.

-M. G. T. Herrmann, supervising teacher of Pura, Tarlac, was ill in the Civil Hospital for a month where he was successfully operated upon for appendicitis. He returned to his station early in September

—Mr. Ruppenthal is very sick at this writing (Sept. 15) in the Civil Hospital. Appendicitis is the trouble. Mr. Ruppenthal is the popular supervising teacher of Morong, Rizal. His many friends wish him speedy

recovery.

-Mr. Norberto Antonio and Miss Dominga Grospe, teachers in the schools of Santo Domingo, Nueva Ecija, are reported as doing good work and having good attendance. Mr. Antonio has charge of gardening and is preparing for good work along this line.

-I have just received the Filipino Teacher's Manual. I can hardly express how I appreciate the book for it helps me a great deal in my work."-P. M. Laddaran, Abulug, Cagayan.

-The many friends of Mr. Clodoaldo Bringas, a temporary insular teacher at Cuyapo, Nueva Ecija, are congratulating him upon a recent increase of his

-The students of the Catholic Dormitory of this city desire that attention be called to an error that appeared in this paper in the September number respecting the decision of the judges on the question: "Resolved that Japanese immigration would prove beneficial to the Filipinos." The decision was in favor of the negative and not the affirmative as previously reported. It is claimed that their reporter made the mistake in the report submitted to this paper.

—Mr. T. M. Lagginlig writes that an industrial school will be established in Abulog, Cagayan.

-The following division superintendents transacted business in Manila in September: Thompson of Ilocos Sur, Gambill of Bataan, Anderson (acting) of Pampanga, Whipple (acting) of Nueva Ecija.

Anastacio Abad reports that Tayug, Pangasinan, held their Arbor Day exercises Aug. 31st, 1600 people

being present and 450 trees planted.

To date 56 industrial outfits have been sold to the schools. Little Bataan across the bay bought six. Let us hear, Brother Gambill, whether your investment was good.

ISABELA ITEMS

—The ₱14,000 high school building has just been completed and will be occupied in the near future. Mr. E. C. Best is principal. Mr. Sluman J. Best has charge of the industrial work. The shop is well equipped, both teachers and pupils are enthusiastic, and very satisfactory results are being secured.

-Intermediate schools have been established in

Echague and Cabagan Nuevo.

A HUSTLING PRINCIPAL

-Cuyapo, Nueva Ecija, has an active and progressive principal in the person of Mr. Ciriaco B. Pascual. Mr. Pascual believes in keeping his pupils up-to-date. He wants them to form the habit of reading good books and magazines. Mr. Pascual has informed the editor that 25 of his pupils are subscribers for and readers of PHILIPPINE EDUCATION, and that 94 of them have bought "1001 Questions and Answers on Philippine History and Civil Government.'

It is a good thing to be known as a progressive and hustling teacher.

A GLIMPSE AT ZAMBOANGA

The American teachers of Zamboanga are occupied as follows: Mrs. Boyle, supervisor of Filipina Girls' School and Moro mixed school; Mr. Templeton, Filipino Boys' School; Mr. McClean (Prin.), Mrs. DeRacken, and Miss Woertz, provincial school; and Mr. Howard, special

instructor in the wood-working shops.

—The provincial school is in new quarters this year. It is a rented building but is amply large and is well adapted to school purposes. The boys of the school have been busy redeeming the yard, which was badly overgrown with weeds and shrubbery. Ferns and flowering plants have been planted and those already here have been pruned and trained until the whole is taking on a very respectable appearance. A little experimental gardening is being done on one part of the

—The boys are pretty busy but they find a little time each day for base-ball, jumping, pole-vaulting, shot-putting, and other athletic exercise. They just finished making a frame from which to suspend a pair

of rings. We are now very much in need of a good athletic field. A fine plot of about seven hectares has been purchased and as soon as a general plan for the buildings can be prepared work will be begun on an athletic field.

-We hope, also, to get the primary school building up this year. The boys of this school are doing good work in chair-making. The chairs are of such superior quality that they find ready sale. They are also turning out some well-made hats.

-Good reports come from Mr. Gibson, the new deputy superintendent of Cottobato. He has rather a large supervising district which necessitates his being

on the "hike" about twenty days a month.

-Mr. Cameron, superintendent of schools, has already made a tour of inspection covering nearly all of the schools of the Moro Province.

—The desk copy of Philippine Education in the provincial school is eagerly read by the students at odd moments. The school library is considerably used,



MINDORO ITEMS

—James L. Dryden of Pinamalayan, has gone to the States on leave. He expects to return the first of the year with a sister of his and possibly with somebody else's sister.

-We opened our girls' dormitory the first of Sept-

ember.

—Vicente Adeva, a graduate of the Philippine Normal School, class 1906-7, has been given a probational appointment.

—The province has let a contract for a new jail. When it is completed the old one will be turned over to the bureau of education for trade school purposes.

MARRIED

Mr. Ramón de Vela and Miss Felipa Fortunato, both of Naujan, Mindoro, were united in marriage a few weeks ago. Their many friends wish them a life of happiness and prosperity.—Jose B. Medina.

NEWS FROM BATANGAS

—Rosario, Batangas, has now one of the best municipal buildings in the province. This building has just been completed and dedicated.

—By the help of our governor, Dr. José Lozada, our government building was repaired. The old Spanish coat of arms was taken away and in its place appears the three important words: "Provincial Government Building."

—Our governor is running for re-election. Another candidate is in the field. His name is Mr. Galicano

Apacible.

high school will fill the vacancy in the Normal School in Manila. His wife is going to the States as her mother is sick. We regret the loss of our friend. Mr. Small of Taal will be given the charge.

APPRECIATION AND CONGRATULATION

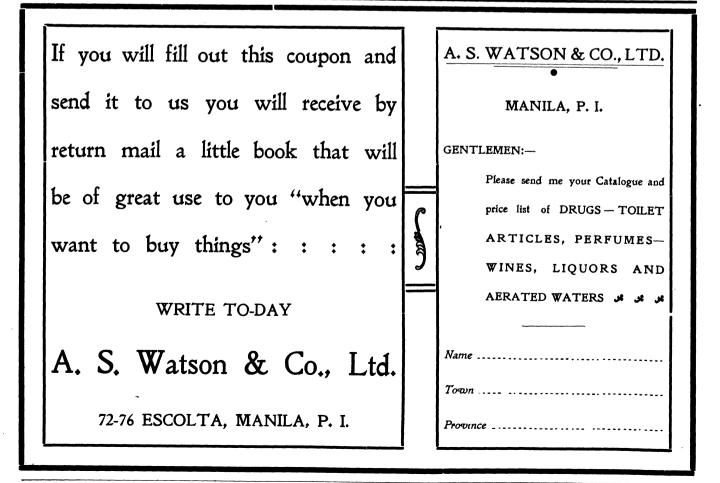
I send my best wishes and congratulations to Sr. Juan Nieva, the first sub-governor of Marinduque. I also thank my people for the magnificent building that has just been completed for our intermediate school. It is one of the most beautiful buildings in the Philippines.

-MANUEL L. PARAS.

ARBOR DAY AT DAET

Arbor Day being an event unknown and unheard of among the remoter barrios of this district it was decided to hold the exercises of the Daet Central School on Friday afternoon, August ninth, instead of on August tenth, since on the former date the teachers would all be in Daet attending the teachers' class. This was done in order to supplement the Arbor Day instructions already given to the barrio teachers by furnishing them with an opportunity to see and hear a well prepared Arbor Day program before carrying out their own. Realizing the futility and foolishness of attempting to transplant to the Philippines the American Arbor Day unchanged, in other words, of attempting to adapt Philippine conditions, customs, and natural surroundings—the environment—to the occasion instead of adapting the occasion to the environment, suggestions were given to each teacher as to how the day could be the most fittingly and profitably observed in his own barrio. In addition the meaning of the day and the spirit of the occasion, with special application to the Philippine Islands and their chief industry, were explained to all at the conclusion of the Daet Central School program.

This program consisted chiefly of appropriate songs and recitations by the pupils. A very taking imitation company drill, complete, with commands and bugle



calls, was executed by a little six-year old who has attached himself to the intermediate school. The municipal vice-president, Mr. Manuel Moreno, had upon invitation prepared an address for the occasion but was called away at the last moment. Trees were planted by classes. A dozen fruit trees of various kinds were set out besides a number of banana plants. Fences were immediately built to protect them from the goats, and a good deal of needed weeding and cleaning was done.

WHAT WAS DONE IN THE BARRIOS

At Basud the entire school spent one-half day in completing the weeding of their garden and in planting fruit trees, sugar cane, and banana plants, by classes. The school house basement was also renovated and the walls repaired in order to obtain more room for carrying on various forms of manual training.

At Calasgasan the girls cleaned and swept the school house yard and made a bonfire of the trash collected, while the boys were sent about the barrio and into the woods to gather materials for building additional fences and for other purposes. On their return boys and girls together made a sugar cane addition to their already splendid garden.

At Dogungan half the day was given over to decorating the interior of the school house and in carrying out a program consisting of songs, recitations, physical exercises, spelling and ciphering matches. The rest of the day until dark was spent in mending old school house furniture and in a bolo expedition into the forest to gather poles and raguini vines with which to rebuild damaged portions of the school garden fence.

The boys and girls of Cayocyocan began the day by cleaning their garden and planting corn, then surprised both themselves and the village fisher folk by rendering a successful literary program. This was followed by some fence building and a little tree-planting bee.

Even far off Pambuhan, though crippled with fever and threatened with famine, did not allow the day to slip by unobserved. The school garden was cleaned, the garden fence repaired, and many kinds of native vegetables and fruit trees planted.

At Mercedes a very elaborate program of songs, recitations, and speeches was carried out and many fruit trees, bananas, and piñas planted. A garden was also started, ground cleaned for this purpose, and many native vegetable seeds planted. This garden was divided into plots and each plot assigned to a small squad of pupils. The use of this method of securing competition partly accounts for the surprising amount of work done on Arbor Day at Mercedes.

In short, Arbor Day was everywhere made to fit into the system of industrial work carried on, chiefly along agricultural lines. Instead of making Arbor Day merely a ceremonious time for sticking more trees into the ground pains were taken to emphasize the proper care of useful plants and the destruction of superfluous and harmful vegetation and to furnish object lessons in thrift, cleanliness, and industry.

A PEEP INTO PAMPANGA

-Mr. Theodore Muller, formerly supervising teacher in Ilocos Sur, has returned from a year's absence and has been assigned to the science work in the provincial school. While in the States he studied science at Columbia.

-Mr. H. A. Miller is the new supervising teacher of Macabebe.

-José Espíritu, one of the "pensionados" from Pampanga, has returned from the States and has been assigned to the principalship of the Lubao Intermediate School. Mr. Espíritu completed the State Normal Course at Trenton, New Jersey, and is one of two Filipinos who have passed the American teacher's examination.

-Mr. H. W. Brown, teacher of music, has returned from a five months' leave of absence.

-Mariano Malapitan of Arayat passed the Filipino teacher's examination given May 31 and June 1. He has been given an insular appointment and is assigned to San Símon.

-Announcements for bids for the completion of the Arayat Intermediate School are being published.

-The industrial exhibit from Panpanga has been submitted to the director of education. It consisted of sewing, weaving, and cardboard work.

-Dr. Arvin Gibbs, dvision superintendent of Panipanga in 1901-2, spent three days in Pampanga visiting old acquaintances. Incidentally he took notes of criticisms on his series of books which are in revision.

-Mr. E. A. Feline of Boston, Mass., visited the schools of San Fernando, and Bacolod. He is favorably impressed with our work.

WHEREAS Mr. Melecio de Leon, an Insular Teacher, stationed at the town of San Luis, Pampanga, departed this life on the second day of September, 1907.

AND WHEREAS Mr. de Leon had seven years of excellent service teaching the youth of his town before the establishment of the present government, and eight vears in the Bureau of Education and had endeared himself to a host of pupils, friends, and fellow teachers, whose sorrow at his death is profound,

NOW THEREFORE BE IT RESOLVED by the teachers of the division of Pampanga that in the death of Mr. de Leon, the people of San Luis have lost an excellent citizen, the pupils a sincere friend, the teachers of the province an esteemed fellow worker, and the Bureau of Education one of its most efficient members,

RESOLVED that a copy of these resolutions be furnished the family of the deceased, the Municipal Council of San Luis, the Director of Education, and the PHILIPPINE EDUCATION and El Imparcial, as an expression of our heartfelt sympathy.

> (Signed):-Olney Bondurant. W. Huse Chapman. H. A. Miller. Howard Long Carrie E. Anderson. William S. Irey. Frank J. Keelty. James H. Bass. J. W. Preston. B. H. Baldwin. Gordenker. José Espíritu.

PICKETT HARNESS CO. SELL

Pickett Harness Co.

36 Echague, Manila, P. I.

Address:

THE INSULAR READING SERIES

The Insular Series of Readers has now been in use in the schools of the Philippines for three years and has everywhere been satisfactory. The various text-book

committees all reported favorably on the books of this series.

The books are well adapted in vocabulary, method, and grading to the needs of the Filipino teacher. The work is progressive, thorough, and pedagogical. Each lesson has a definite purpose and this purpose is obvious.

The vocabulary was selected with great care, it includes about twelve hundred words. It is carefully graded, thoroughly developed and applied.

The books place special emphasis also upon the language elements used.

Not only does the vocabulary represent ideas familiar to the Filipino pupil, but the sentences in which he learns to use the words are, in the first books, largely translations

THE PRIMER

THE INSULAR PRIMER was criticised as follows by the Text Book Committee:—

I.—"The material in this primer is limited to the grade for which it was designed."

2.—"It meets the requirements of the course exceptionally well; is consecutive with the Philippine Chart which precedes it, and can be followed by the first reader without the omission of any essential material."

5.—"The material is well selected and arranged and is consecutive in its treatment."

4.—"It shows a continued plan of lessons that daily give the child an increased power to handle English."

5.—"The material is not only limited in its scope to the grade but to the daily lessons."

6.—"The vocabulary meets all the demands of the grade."

7.—"The introduction of script in this primer is, in the opinion of the Committee, a most excellent feature of the books."

8.—"The footnotes and instructions in the back of the book are a very great help to the Filipino teacher."

9.—"This primer is strong in its conversational side, and if properly taught, as it easily can be, cannot help but induce the use of conversational English."

10.—"The illustrations are good, clear cut and distinct, and the subjects selected are those most familiar to the Filipino child."

The book also contains the outlines of the Number Work for this grade, not scattered through the book, but in a consecutive treatment at the end. This work is carefully correlated with the reading. It outlines the work given in the NATURAL NUMBER PRIMER, to which the teacher is referred for supplementary material.

of his own thoughts. Thus the books take full account of the fact that they are teaching a foreign language. This makes the teaching far easier, introduces but one

difficulty at a time, and makes the English taught more usable to the child.

The readers in the primary schools should be the basis of the work in language. They should develop and give extended use of the main vocabulary and the language elements used in each grade, in the Language Book, Arithmetic, and Geography.

The INSULAR READERS are specially strong in the language drill. Each reading lesson has also some definite language object. The other books of the Insular Series use the vocabulary and

language element of the reader of their respective grades. This insures a large saving of time in teaching these subjects and also thorough application of the work presented in the Readers.

THE FIRST READER

The following criticisms were made on this book by the Text Book Committee:—

I.—"This book follows out the plan of the INSULAR PRIMER."

2.—"It reviews sufficiently the work of Grade I and presents the new material in the same style as the child was accustomed to in the PRIMER, leading up to a definite end, which, if continued, prepares for the third grade work."

3.—"The material is well selected, of good arrangement, and suitable vocabulary."

4.—"The illustrations are excellent, well selected and suitable."

5.—"In conjunction with a second grade language book it is believed this book will meet the requirements of the course."

6.—"The material is limited to the grade for which designed."

7.—"It is presented logically, with sufficient repetition and drill, and is well adapted to the Filipino teacher."

The book gives special attention to the language development, and the use of the words taught in conversation and writing. Conversation is a strong feature of the book. The lessons cover many of the duties and occupations of the child's daily life such as eating, drinking, sleeping, buying, selling, at play, at home, etc. The English is taught so that the child may use it. As in the PRIMER, new words are introduced in script and generally used in a sentence in script. This use of script, which is a valuable feature of these books, aids the teacher, and furnishes a correct copy for the child.

The book is also strong in phonics, which are developed from the words learned in the PRIMER and developed throughout the year.



THE INSULAR READING SERIES

THE INSULAR SECOND and THIRD READERS are specially strong in moral teaching, in folklore, in information, in conversation, in the completion of phonics

and their application, and in the gradual development of the language. The selections are the results of considerable research, and aim not only to teach English and interest the Filipino child but also to strengthen his character and increase his industry.



THE INSULAR READERS are the foundation of the INSULAR SERIES. They develop the vocabulary and language elements used mainly in the language books

and geographies. They are closely correlated in the selections of materials also. "Lessons in English" should be used with the SECOND and THIRD READERS. THE INSULAR GEOGRAPHY uses the general vocabulary of the SECOND READER. Each helps the other. All are woven into one system.

THE SECOND READER

This book further develops the vocabulary of several common industries, and teaches the pupil how to use this vocabulary. Shoemaking, carpentering, blacksmithing, etc., are thus introduced and developed in conversation.

It also introduces the child to general literature. The book is rich in folklore, story, and poetry. These selections describe many of the common animals and plants in the child's surroundings. The selections are also strong in moral teaching. A number of repetition stories are included because of their interest to children and valuable drill on English.

Considerable attention is given to nature study. Nearly all the common plants and animals are described either in instructive tales or in nature lessons. The book aims to broaden the interests of the Filipino child, and to strengthen his character. Three years of use has proved these lessons to be very pleasing and instructive to the child, and effective on training in English.

The system of phonics, which has been developed in the PRIMER and FIRST READERS is here reviewed and completed. All the important sounds and workings are learned and applied to the pronunciations of new words.

On this books the Text Book Committee made the following comments:

- I.—"It is consecutive with the FIRST READER in every way."
- 2.—"It is limited to the grade for which it was designed, with a fine selection of material, well arranged."
 - 3.—"The vocabulary is full and well selected."
 - 4.—"It is presented logically."
- 5.—"The illustrations are specially suitable and sufficient in number."
- 6.—"The suggestions to teachers, methods, and phonics are especially fine."

This book is closely correlated with the LESSONS IN ENGLISH, Part I, and the INSULAR GEOGRAPHY PRIMER, both of which further use and develop the vocabulary of this book.

THE THIRD READER

This book prepares the pupils for the reading of general English literature.

Folktales, myths, expositions, descriptions, conversation, nature study, and poetry are included. Many tales are selected from Malayan sources and give a good foundation in local folklore, while others include some of the best of the civilized nations, adaptable to Malay an life.

The book is very strong in moral teaching through these tales. They teach indirectly but strongly lessons in honesty, industry, kindness, justice, and patriotism. The book is truly educative, and deals especially with those elements in which the Filipino character needs building up.

The lessons furnish excellent material for language work. They touch every phase of life, and the common objects in the environment.

Industries and nature study are also included.

In this book the child is required to use the phonics learned in the pronunciation of words and the use of a dictionary.

The Text Book Committee made these comments on this book:—

- I.—"This is the fourth and last of the INSULAR SERIES, and shows gradual advancement over its predecessor."
- 2 —"The material is well selected and arranged, and is limited to the grade for which it is designed."
- 3.—"The vocabulary is well suited, logically arranged, and contains words tending to produce freedom of expression."
- 4 —"The illustrations are specially well selected, clear cut, and distinct."

Another report states "The THIRD READER is a fine book; in material, subject matter, arrangement, illustration,—it is splendid."

If you wish to know more about the INSULAR READERS ask some teacher or superintendent who is using them. No teacher has asked to have them changed for another series, but all are asking for more. This is after three years of use and shows that the books are fully meeting the needs, and every teacher and superintendent will be safe in introducing them.

AMERICAN BOOK COMPANY

THE DAILY BULLETIN

The Manila Daily Bulletin recently issued a special number entitled "Panay and Negros Industrial Number." The number is a most excellent one, full of valuable articles on the industrial features of Panay and Negros. It contains 60 large pages profusely illustrated. It is a credit to journalism in the Philippines. It is well worth purchasing and keeping. Price \$\mathbf{P}\$1.00.

LIBOG CELEBRATES

—The public schools of Libog, Albay, celebrated Arbor Day in good style. The school house was prettily decorated by the boys and girls of the school. The exercises were attended by almost all the officials of the town and by numerous patrons and friends of the school. A good program was rendered.

LOPEZ NOTES

—There have been many absences the past month, principally because of illness among the pupils.

—Governor Castro was down to see us. And on the morning of August 30th all the pupils were gathered into one large room where they were treated to an interesting and profitable talk by the governor.

—Our new school house will be ready to occupy by the first of November. To us who are anxiously waiting, it does seem to progress slowly; but when once finished it will be one of the finest buildings of its kind in the province. The materials are all first class and the workmanship is excellent. It will be a building for future generations, and one of which the people of Lopez may well be proud.

—The teachers of Lopez have organized a Literary Society, for the purpose of exercising their dormant literary qualities and acquainting themselves and their pupils with parliamentary practice.

—The following were chosen officers:

President Miss Concepción Barros
Vice-President Miss Tecla Villapando
Secretary Mr. Viv. S. Florido
Treasurer Miss Maria Salumbides
Marshal Mr. Dalmacio Barrett

MARRIED

Mr. Lauriano Mamba, a teacher of Tuao, Cagayan, and Miss Rosario Kanapi, sister to Mr. Timoteo Kanapi, principal of the intermediate school, Tuao, were solemnly united in marriage Aug. 17.

The celebration was elaborate, lasting three days, enriched by much dancing and music.

Mr. Mamba wears a smile that will light up the remotest corners of his school room for the remainder of the term.

AMONG THE ANTIQUE SUPERVISORS

—Mr. Walter M. Bayless of the Culasi-Tibiao district spent August 20th and 21st in Tibiao. While there Mr. Bayless succeeded in interesting the people of Karapunan, Malabor, and Natividad sufficiently to get a new school house built. A pretty good record for two days' work. Mr. Bayless writes encouragingly of the school work in his district.

—Mr. Jas. S. Kugler has the big Bugason-Laua-an, Valderrama district. This district has perhaps more dangerous rivers than any other district in the Archipelago. Mr. Kugler is an experienced school man. The schools of this district will get what they need.

—Mr. D. C. Loveland, also one of the new supervisors, has the Sibalom—San Remigio district. Mr. Loveland goes at it like an oldtimer. He has already succeeded in establishing a pottery in the central school. When the dry season comes on brick will be made.

—Mr. Thomas M. Bieler, supervisor of the San José district, has a very successful class in chair making. Some of the chairs made by the central school are now on sale.

—The extremely heavy and incessant rain has delayed the work on the Pandan Central School somewhat. The presidente of Buruanga has ceded two magnificent trunks of Ipil which were lying near the Pandan boundary for the Pandan school. Señor Pedro Gella, presidente of Pandan, managed to have the heavy timbers dragged from barrio to barrio until they finally reached Pandan. They will be used for the floor and walls of the building.

—Mr. Ambrosio Alojado is doing strong work in the Culasi Intermediate School. That is what we expect

from Mr. Alejado.

NOTES FROM LEYTE

—Mr. L. M. Christener, one of the new arrivals, has been assigned to Kawayan and Naval. Upon leaving for his station, he took with him fifty double school desks, a gift from the municipal officials to the public schools. Kawayan is a small municipality but her people are very loyal in their support of the public schools and work, hand in hand, with the president, Mr. M. E. McFarland, in all school matters.

—Mr. Noel P. Bartley, another new teacher, has charge of the Dagami-Burauen district. Mr. Bartley will have his hands full, as three large barrio buildings are being planned, all to be of strong materials.

—The normal institute for Leyte will be held at Palo from November 4th to December 21st, 1907, under the direction of Mr. George B. Mitchell.

—The high school domestic science classes under Miss Hoffman have been devoting their attention thus far to sewing. A large kitchen has just been completed, however, and courses in cooking are now under way.

—The first year high school class regrets the loss of two of its members but rejoices in the fact that both Miss Cristeta Montejo and Florence Spina have been awarded scholarships in the Nurses Preparatory Training Class. The best wishes of the whole school go with the Misses Montejo and Spina in their new field of endeavor.

PANGASINAN NOTES

—The twelve municipal industrial teachers sent to the towns from the Industrial Normal Class of 1906-07 have begun the regular course, Shopwork IV, in twelve of the towns of this province. This course is the one outlined by the Woodworking Committee of the Industrial Convention last April. In addition to shopwork the teachers have been prepared to give instruction in industrial drawing, physical exercise, and military drill.

—A new Industrial Normal Class of twenty members has been enrolled for the present year. In addition to the above subjects, the present class will be prepared to teach elementary science, a development of the object

method for the fourth grade.

—Military drill and physical exercise are strong features of the work this year. There is now organized a battalion of five companies, three of which are uniformed and have drill guns. The other two are composed of recruits who will have uniforms and guns within two months. Battalion drill by bugle will be begun next month.

—The cadets of the battalion have decided that a military band is a necessary part of the drill and have ordered instruments for a band of twelve pieces. They will pay for these instruments entirely with money earned by work in the shops, outside of the regular school hours.

—The girls' dormitory under the excellent management of Miss Anna M. Donaldson is full to overflowing with the best girls of the province. Not long ago the second anniversary of the opening was celebrated. Dainty refreshments were served and games and dancing were the order of the evening. The dormitory has been very popular since it was established. A large kitchenlaboratory has recently been built for the classes in domestic science.



STUDENTS' DEPARTMENT

TUGUEGARAO HIGH SCHOOL

—The high school opened with an enrollment of 257 pupils and by the end of June reached 292, after which time further matriculations were prohibited by the principal, Mr. B. E. Thomas, owing to the fact of the school buildings being too small to accommodate more students. Nearly every day applicants have to be turned away. Already forty seven pupils holding certificates have been refused admittance. This works a great hardship on these scholars but is absolutely necessary as the buildings are now crowded to their utmost capacity.

—All girl students are required to spend one period each day in the domestic science building where they are taught cooking, sewing, and all their household duties under the supervision of Mrs. C. C. Fuller. Owing to the solicitations of the young ladies and mothers of the town Mrs. Fuller has consented to give, outside of school

hours, a series of lectures on domestic science.

—All boys are required to take twenty minutes military drill each day. These drills are given under the direction of Mr. J. W. Duncan, who by reason of having been for three years commandant of Chamberlin-Hunt Academy of Mississippi is well prepared for this kind of work. Students are divided into companies A, B, C, D, each of which is in charge of a captain, two lieutenants and five sergeants. The captains are as follows: Company A, E. S. Arizabal; Company B, A. S. Yuzman; Company C, V. Y. Banyug; Company D, V. B. Gayagoy.

—The arts and trades building is under construction and Mr. Andrews is now forming classes in Sloyd, black-

smithing, and carpentry.

—Notwithstanding the information furnished us by the acting provincial treasurer that the provincial funds are not enough for the maintenance of agriculture for the present school year the expenses have been met by a number of the teachers and the gardens promise good results.

—At the beginning of the school two base-ball nines were organized under the supervision of Mr. Churchill. In addition to a number of practice games one of the nines played two hotly contested games with the Normal Institute, the last of which was witnessed by some five hundred people. Along with base-ball a great deal of

interest has also been shown in tennis.

—We students have organized the "Alpha Literary Club" which meets once a week. Under the direction and instruction of Mr. Kirby and Mr. Crane the club is proving to be one of the best features of the school. The officers are: President, V. Bangug; vice-president, Leovegilda Puruganan; Secretary, Vicente Bunuang; Treasurer, Claro Guzman; Fiscal, Patricio Guerrero; Judges, Benito Carag; Eusebio Quequegan, José Mallanao and Isaac Adviento, Sergeants-at-arms.

—After a year's endeavor Mr. Colvin, the supervisor of music, has at last in his rounds reached the high school where he will remain a number of weeks. A few songs have already been learned including Boating Song from "William Tell" and Farewell Song from "Il Tro-

vatore."

—The secondary course is to prepare for the presentation of a dramatic cantata sometime before the Christmas holidays.

ANTIQUE PROVINCIAL HIGH SCHOOL

—One of the features of this year's work is a very successful mandolin club and orchestra. This work is very efficiently handled by Mr. I. N. Williams,principal of the school, who is an experienced musician and conductor.

—The Star Literary Society holds bi-monthly sessions and is now hard at work on an Arbor Day program. Arbor Day will be celebrated in Antique September 28th.

—Mariano Dioso and Severo Éncarnación of the second year secondary course recently received appointments as temporary insular teachers. These young men will give a good account of themselves.

—Mr. Geo. L. Paxton, one of the professors in the Antique Provincial High School, is winning an enviable

reputation for thoroughness in his work.

—The provincial school recently subscribed for a number of the best periodicals. The reading tables and the school library are very popular.

MANILA HIGH SCHOOL NOTES

—At the recent election held by the literary society the following officers were elected:

 President...
 Constancio Ramos.

 Vice-President...
 Elpidia Yia.

 Secretary...
 Marcellano Montemayor.

 Treasurer...
 Pilar Barrera.

 Critic...
 Manuel Arguelles.

—August 30th the literary society had the pleasure of hearing Dr. Marcus Jernegan of Carnegie Institute. Dr. Jernegan spoke very entertainingly on the subject

of his trip to the Orient.

—September 6th the debating society debated the question: "Resolved that the Chinese exclusion law should be repealed in so far as it applies to the Philippines." The speakers on the affirmative side were Constancio Ramos, Ricardo Paras, and Aurelio Torres; on the negative, Marcellano Montemayor, Manuel Arguelles, and Fred Castro.

—September 13th the literary society gave a Spanish program under the direction of Señor Gaytero, instructor

of Spanish.

—At its last meeting the literary society gave a symposium on the subject of the Manila High School in four languages—Latin, English, German, and Spanish. Pilar Hidalgo gave the Latin composition, Celedonio Estioko the English, Marcellano Montemayor the German, and Aurelio Torres the Spanish.

-Notwithstanding the heavy rains of August the

percentage of attendance was 99%.

—One of the most popular magazines on the reading table in the library is Phillippine Education. It is accomplishing a great deal in widening the interests of the students.

—The following pupils who are taking the surveying course have secured scholarships in the bureau of lands: Manuel Salcedo, Juan Camus, Angel Bolongpo, Emilio Perez, Tranquilino Tongson, Fred Castro, José Castro, Agustín Flores, José Dans, and Celerino Leaño. Aurelio Torres and Filemon Montejo will be certified as soon as they are the required age.

SURIGAO PROVINCIAL HIGH SCHOOL NOTES

-Very lately the high school boys and teachers bought a new base-ball outfit. It is a sign that our boys are very much interested in the game of base-ball.

—An inter-class base-ball league between five class teams was recently organized. Each is to play each of the others twice, making twenty games altogether in the series. Up to date the high school team, i. e. a team of real high school students, stands first in the ranks.

—Mr. Macario B. Torralva who used to be a sixth grade student (old style) in this school is now acting supervising teacher of Talacogon, one of the large dis-

tricts in this division.

-Our high school has decided not to meet Cagayan High School in basket-ball on the ground that we have no trained girls to play against them. We are not yet decided as to when the other contests will occur but it has been suggested here that October is the best time.

-We respectfully invite all the people of Surigao province to come to this capital to witness the contest between the two high schools. It will be one of the most interesting events that ever happened to our school.

-Cagayan, come early in October, for we are ready

-Surigao is building up. Her streets are now so well built that water of a month's rain is impossible to stay on them. Her municipal government building which heretofore bore a nipa roof, is now roofed with galvanized iron.

ROMAN C. ATEJA.

THE NEW AGRICULTURAL SCHOOLS IN GEORGIA

JAMES L. SIBLEY.

The state of Georgia has recently taken a step which marks an important point in agricultural education. The people of the state decided they should have better schools and colleges for the teaching of agriculture. They already had a good experiment farm and agricultural college, but they decided this was not enough. So the state legislature at its last session appropriated \$\mathbb{P}_{200,000}\$ for the building and equipment of a modern college of agriculture on the grounds of the State Uriversity. To aid in this work, Mr. George F. Peabody, a wealthy Georgian, gave \$\mathbb{P}_300,000 of his own money in addition to the amount given by the state. The university has just purchased about 1000 acres of land for a college farm. This land begins at the university campus and extends for two miles along a river, and affords an excellent site for a farm. The university is located in the heart of a growing city of 16,000 inhabitants. In order to make a farm they had to tear down houses and remove them from the land. This land was valuable for city lots, but the officials wanted a farm that would begin on the university grounds, where the students could be easily and practically taught the principles of scientific agriculture. So they removed the houses.

Nor was this all. The state decided it should have agricultural and industrial high schools to prepare students for entrance into the college of agriculture. So they decided to build one in each congressional district, thus making eleven in the state. Each school was to have not less than 200 acres of good farming land sur-

CLARKE'S

Steam Candy Factory

ESTABLISHED IN 1898

Do you Eat Clarke's Candy? It is healthy Aids digestion

Tropical Necessity Cane sugar and pure Fruit flavors

A Pure Food Product If no one sells Clarke's Candy in your town

WRITE FOR PRICES AND SECURE AGENCY

M. A. Clarke Escolta

rounding it. Many cities wanted the schools, so the officials decided to locate them in the cities that would offer the most land and money for the schools. When the schools were finally established, it was found that more than 3000 acres of good farming land had been donated, and more than \$1,000,000 raised for their equipment. This was all given by voluntary contribution, and not by taxes.

It is intended to make these schools practical colleges, where a boy or girl will not only get education out of books, but will also get necessary experience for life on the farm. Each school is to have a main building for recitations and laboratory work. There is to be a dormitory for boys and one for girls. These are to be built by the students. There is to be a workshop where the boys are to learn carpentry, woodworking, and blacksmithing. In addition to this, each boy must work a certain number of hours per week on the farm, so as to get practical information. It is expected in this way that many boys will be able to pay their expenses through school by work performed on the farm or in the workshops. The girls are to be taught all branches of domestic science, in addition to dairying and other things useful to know about a farm.

These schools will open their doors this year. The people say that this is not all they intend to do. That during the next few years they will endow these schools with millions of dollars, so that they will in time have the best system of agricultural education to be had in the States. Nature study and agriculture will begin in the primary grades, and extend through the grammar and high schools, with the course completed in the agricultural college.

Material for Programs

Whose Birl am 11?

Whose girl am I anyway? I just fell down the other day And gave my head an awful bump— (If you could only see the lump.) My mother called me when I cried And hugged me close up to her side, And said, "I'll kiss and make it well, Mamma's little girl, How hard she fell."

When papa took me out to play And roll upon the new made hay,
He put me on old Billy's back,
And when he gave the whip a crack,
Off I went, and papa said,
When I got up and rubbed my head, And closed my lips and wiped my eyes-"Papa's brave girl, she never cries."

And when to grandmamma's I go—Well you would be surprised to know Of all the good things, and cakes so sweet, And chocolate and such she makes to eat, And tells me eat your fill, for more There is to spare—a goodly store Saved up for you, my precious pearl. You are your dear grandmamma's girl.

And grandpa says, "I'll buy you soon A little pony of your own. "You'll learn to ride it well I know, "You'll learn to riue it wen I know,
"For you're grandpapa's little girl, ho, ho!"
And many other people say,
"Well, how are you, my girl, to-day?"
Now can you tell me, if you try,
How many, and whose little girl am I?

 $-H_{2}b$

I'm Doing Fine

Recitation for little boy.

Oh, my! I'm studying English now. And I think at times my head will break, But I guess I'll learn, for I can say cow And horse and run and take.

But when I say such words as they
And them and this and that and these It doesn't seem so much like play As cat and rat and saw and sees.

Mama says I'm doing well, And papa says, I'm doing fine.
And the teacher says, If I learn to spell, And read and write, it's a pretty good sign.

That I need more books, and when the director comes She'll tell him to give me something new.
So I guess Prof.—r—r—I've forgotten his name
Will give us books and more to do,
And build us a school house large and fine—
With the same big ladder up which he climbed.

 $-H_2b$.

Siesta time

Eastward the clouds float,
Soft in the wind.

Low is the flight
Of the hawksparrow pinned.

Stately and grand
Tower the mounts toward the sky, Kissing the bright
Colored sunbeams so nigh. 'Neath the broad mango The carabaos herd. Here and there twitters The song of a bird. The locusts are heard In a trebled refrain,
While the most part of nature
From praises abstain.
For rest, whispers nature In voice most sublime-Rest to all nature— The siesta time.

 $--H_{2}b.$

A Man

A man who's a man, can ne'er be kept down, Like oil through the water, he'll rise. Though others may scoff him and upon him frown, They'll soon him perforce recognize.

Not beauty, nor color, nor money will make
Up what's required in a man—
But mix brain and virtue with patience and shake
Well into an unfaltering "I can."

 $-H_{2}b$.

My Humber Work

Recitation for small girl.

1-2-3-4, That's the way to count. I and I and I and I, (I) That's the right amount.

1 and 1 and 3 are 5,
The fingers here you see. (2)
And if you from them 2 would take, (3) Of course 'twould leave but 3.

5 less 4, why, that leaves 1. I have here just 1 rose, (5) Fed by the rays of just 1 sun.
To smell by this 1 nose. (7)

Point to your four fingers on left hand and hold in front of the body. Hold up left hand showing five fingers. Press down two fingers. Press down four fingers.

Holding up a rose.
Pointing to the sun.
Touching finger on nose and bowing.

The Bariculturist

(Contributed to PHILIPPINE EDUCATION)

A girl should study agriculture For she always rules the man; She may marry some young farmer Who does not know how to plan. He may want to raise some cotton, Some tobacco, or some corn On a field that's fit for nothing For he knows not how to farm.

He may want to plant bananas, Sugar-cane, and castor-beans In a field upon a mountain Or a swamp that never drains; He may try to raise potatoes
In a solid bed of clay, And do all his other farming In about the self-same way.

He may have a fertile rice-field Which he can not cultivate Just because it's under water And the rains will not abate: He may have a field of 'gumbo' And a field of sandy 'loam' Yet, in buying seed to plant these, He is apt to choose the wrong.

He may have a field of 'hard-pan' That will scarcely raise a thing, Yet he'll cultivate and plow it And he'll sow it every spring.
This old field was, p'r'aps, his father's
And he's seen it farmed this way From the time he was a baby Clear up to the present day.

Thus he goes about his farming Never asking reasons why Some plants seem to grow much better In the wet than in the dry. He can't learn much from the old men For they farm the self-same way, Never knowing why potatoes Don't do well in solid clay.

But if this poor girl has studied Agriculture while in school, She can teach her willing husband How to use most every tool; She can teach him all the virtues Of the diff'rent kinds of soil, And can tell him how to work it To make money and save toil.

Thus a girl may be a farmer Though she may not farm the farm, She may have to farm the farmer And be always at his arm. Therefore girls should study farming 'T will at least do them no harm-For 'tis fun to farm the farmer When you're living on the farm!

DAVID M. WARNER.

"To Save Time is to Lengthen Life." ~

Do you know that there is great demand for stenographers and typists for Philippine government employ? We can prepare you within a short time and for a very small sum to earn a large salary.

If you want to become an expert, you must place yourself under the instruction of an expert.

Call and see the excellent progress which our students make in a few months.

RIZAL BUSINESS COLLEGE

REFERENCE:

Editor PHILIPPINE EDUCATION

DR. H. C. STRONG'S

CROWN DENTIFRICE IS A TOOTH POWDER

Prepared from the Best Materials

Especially for Use in the Tropics

All Dentists have observed that the teeth decay rapidly in this climate and that infective mouth diseases are very prevalent among all classes.

CROWN DENTIFRICE is the result of careful experiments to determine the cause and cure of mouth infections and to prevent decay of the teeth.

CROWN DENTIFRICE

CLEANS DISCOLORED, STAINED TRETH, and restores their natural color.

PREVENTS MOUTH INFECTION and DECAY of the TRETH by destroying all classes of Micro-Organisms of the mouth.

NEUTRALIZES ACID CONDITIONS of the mouth. Polishes Fillings, Crowns, Bridge-Work and Plates and makes Dental work last.

Disinfects the spaces under Bridge-work and be-

tween irregular Teeth.

STOPS BLEEDING of the GUMS; makes them FIRM and HEALTHY.

RETARDS the FORMATION of CALCULUS and the consequent loosening of the Teeth. CORRECTS bad breath.

CROWN DENTIFRICE is prepared in 3 Grades for different purposes.

FINE grade is for Ladies' and Children's Teeth that only need a fine antiseptic polishing powder.
MEDIUM grade is for Smokers and others who require a powder to remove discoloration.

COARSE grade is for those who require a powder to clean badly discolored teeth, or for occasional use by those using FINE or MEDIUM grades.

NOT ONE of the three grades will scratch the enamel or injure the teeth in any way.

> You may order the grade you require in any of the following Flavors: : :

WINTERGREEN — SASSAFRAS — PEPPERMINT

or unflavored, if you prefer

	PRICES:	Postpaid to your address
6	r boxboxes	
	boxes	
	Send for our free 32 page booklet entitled	"Hints on

Health and the Care of the Teeth" in English and Spanish.

CROWN SUPPLY COMPANY

40 Plaza Moraga

P. O. Box 111

Manila, P. I.

Dr. H. C. Strong. Mr. J. H. Taylor. President Secretary

Manufacturers of and Dealers in Dental and Facial Specialties, Toilet Articles, Dentists' Materials, Supplies, Etc. Barrerresserresserresserresserresserresserresser

LETTERS TO FOURTH GRADE PUPILS ABOUT CIVICS

By Prescott F. Jernegan.

I.—WHERE OUR RULERS GET THEIR POWER.

The editor of Philippine Education, Mr. Lutz, has asked me to write a series of letters to fourth grade students about civics. In these letters I cannot tell you much about the government and laws of the Philippines; I can only tell you what some of the duties and rights of the Filipino citizen are. That is what civics means—the duties and rights of citizens.

The president and the policemen of your town are the people who tell you what you must do and what you must not do. They make the people pay the taxes; they arrest those who break the laws; and they see that the business of the town is done as the laws direct.

To one who knows little about the government and the laws, these men seem very powerful. I think the first thing you ought to learn is where the power of your town officers comes from. You know the president is behind the policeman; for the law says that to regulate the police is one of the duties of the president. Above the president is the provincial governor, and above the provincial governor is the Governor-General of the Philippines. The Governor-General himself looks for authority to the President of the United States, but beyond this man is no higher officer. So there is a chain of only five men stretching between you and the source of the power which governs you. One end of the chain is fastened to you, and the other end is held by the President of the United States.

After all we have not found out from where the power comes; for these five men are not kings nor princes. Their power to make others obey them is given them by certain laws. The President of the United States gives commands, but he must have the laws of the United States behind his commands. The Governor-General of the Philippines, too, must act by the authority of the laws of the Philippines. The provincial governor, also, looks to the laws to support his commands, and finally the president of the town must have the authority of the municipal laws for his acts. This is one of the first lessons of government—that all government rests upon law. The officers of the government rule us, but they rule us by laws. The lower in the chain of rulers an officer is the more laws he must obey.

Now somebody of course makes all these laws, so we shall go behind the laws to find the men who make them. Behind the laws which govern the President of the United States are the laws of Congress. The Congress is the body of men who make laws for the United States. Behind the laws of the Philippines is the Philippine Legislature; that is, the Commission and the Philippine Assembly. The provincial board makes some of the laws which the provincial governor enforces, and the municipal council makes many of the town laws.

But we find that even these men who make the laws are not the real source of the power that governs us. These bodies of men who make the laws by which our rulers govern are themselves put in their places by others. These others are the people—the people of the United States and of the Philippines. Behind them there is no one; for the people are the source of the power that governs us.

So we see it is impossible to understand the government of our own town without going far beyond to other men and laws, and lawmaking bodies, and finally to the

people themselves. This is what the great President, Abraham Lincoln, meant when he said that the government of the United States was a "government of the people, by the people, and for the people."

This is what I would ask you to think of every time you see a policeman, or a municipal president. Say to yourself, "that man rules by the power of the people; the people put him there, and the people will take away his power if he does not rule according to the laws. It is very easy to think differently. Some presidents act like little kings. They seem to think that, like kings, all power comes from themselves. But it does not. The presidents are elected by the people of the municipality of which they are the presidents. Not all the people, to be sure, take part in their election. The president, the vice-president, and the municipal councilors are chosen by the "electors." There is no country where all the people vote. The "electors" are simply the people whom the law allows to vote. But the electors usually do what the rest of the people wish them to do, so we say that the town officers are elected by the people.

Now who are the ones who are electors? What must a person be in order to vote for municipal officers? First, he must be a male; for women are not allowed to vote. Secondly, he must be more than twenty-three years of age, so that he may know how to vote wisely. Thirdly, he must be a citizen of the Philippine Islands or of the United States; that is, he must not be subject to the government of any foreign country. Fourthly, he must have lived for six months before the election in the town where he expects to vote. Besides having these four "qualifications," as they are called, the elector must have one of three other qualifications. Any one of them will do, but he must have at least one, besides the four qualifications already mentioned. The elector must be a man who held municipal office in Spanish times, or he must pay thirty pesos a year in taxes (or own houses or lands to the value of five hundred pesos), or he must be able to speak, read, and write English, or Spanish. We may call these three special qualifications the official qualification, the property qualification and the educational qualification. The first four qualifications of the elector we may call the sex, age, citizenship, and residence qualifications. So we see that an elector must have five qualifications, the four general qualifications and any one of the three special qualifica-

We have found out now that the town officers act by the authority of laws, that the source of these laws is the people, and that the people choose their officers by means of electors. We have also learned who have the right to be electors.

Now ask yourself the following questions:

- I. What officers of the town are elected?
- 2. Name the links of the chain of five officers of the government.
- 3. Who make the laws for the United States? For the Philippines? For the province? For the town?
- 4. What are the qualifications of an elector in the Philippines?
- 5. What should the people do if the town officers do not act according to the laws?

CUYAPO, NUEVA ECIJA

—The primary and intermediate pupils planted about fifty trees on Arbor Day.

—The intermediate pupils have organized a literary society. A constitution has been adopted.

THIRD GRADE, BAYBAY

-The third grade pupils of the central school of Baybay are doing some good work in drawing. Among those who are in earnest may be mentioned the following: Calistro Villanueva, Godofredo Modina, Saturnino Polo, María Galenzoga, and Nicolas Basan. If we could get some more water colors, I think the work would be greatly improved.

-The base ball team of Baybay met sometime ago, and a new ball was offered by our supervising teacher as the prize. The "Blue Team" was far ahead of the "Red Team" at first, but toward the last the "Red Team" won the prize.

FROM SINAIT, ILOCOS SUR

—The students in the third, fourth, and fifth grades of Sinait, Ilocos Sur, formed a society which is called the "LITERARY AND DEBATING SOCIETY." elected as officers of this society Mr. Gregorio C. Arreola, President; Miss Teodora Abella, Vice-President; Miss Louisa Yabes, Secretary. They hold literary exercises and debate every last Friday evening of the month.

THIRD AND FOURTH GRADE NOTES

—In Ormoc, Leyte, there are three pupils in the third grade who are always happy when they receive PHILIPPINE EDUCATION.

-In Merida, Leyte, six third grade pupils are subscribers for and readers of our educational journal. We are glad the editor has a department for third and fourth grade pupils. The examination questions for these grades are very helpful.

-The school garden at Merida was commenced according to a plan given in PHILIPPINE EDUCATION and is being successfully carried on.

Stop And Laugh A

Little Girl (to teacher)—"See my new shoes. Mamma says they are awfully big, but I told her she just ought to see yours.'

LADY.—"Little boy, where is your mamma?" Boy .- "She's out in the kitchen, picking the leaves off of a chicken."

The teacher of the primary class was telling the little ones that there was a great work in life for

She then asked, "James, what are you going to do when you grow to be a man?"
"Wear suspenders," was the quick reply.—Little

TEACHER.—Gregorio, why do we believe the world is round?

GREGORIO.-We believe it is round because it turns round.

KINDNESS

You all know what kindness is. If you cannot tell it in words, you know what it is, because you have both given and received it.

There are many ways in which you can show kindness, and many people to whom you ought to show it. It does not always consist in giving money to the needy. It is oftener shown by doing that which does not cost a penny.

You all like to receive a "Good morning," when given with a smile and a pleasant voice. Suppose you you should give just this to one who is ill and sad. It

might brighten a whole day for him.

You should be especially kind to the sick. It is not always best to see them, but you can send a flower or a dainty bit of food or fruit, or even a pleasant word of inquiry.

Sometimes there are strangers in your midst who feel very lonely because away from home and friends. Imagine how you would like to be treated, were you in their places.

The old and feeble should be treated with the greatest kindness. There ought to be something down deep in your hearts that will not let you treat them in any other way. Remember, also, that you will be old yourself, sometime.

You should be kind to poor people. They may be peculiar in dress or manner, but you should be sorry for them, rather than to make sport of them. There are unfortunate people who are deformed in mind or body. If you have any heart at all, it will grow tender toward such people and you will not rudely stare at them, nor in any way show that you notice their peculiarities.

Then there are father, mother, brother, sister, friend and teacher to whom you should at all times be especially

It would take a long time to speak of all the people to whom you should be kind and all the ways by which you could show kindness.

Look about you, boys and girls, and you will find plenty of chances to show kindness to others. Be thoughtful always of the comfort and happiness of others and then you will not only give kindness but receive it. It will come back to you, ten times over.

Memory Gems

Idleness rusts the mind.

The worst wheel of the cart makes the most noise.

Wisdom is the principal thing; therefore get wisdom.

Pay for what you get and don't forget your manners.

Be not simply good; be good for something.

If you mean well, do well.

VERSES

Children who read my lay, This much I have to say; Each day and every day, Do what is right! Right things in great and small; Then, though the sky should fall Sun, moon, and stars and all, You shall have light.

This further I would say; Be tempted as you may Each day and every day, Speak what is true! rue things in great and small, Then, though the sky should fall, Sun, moon, and stars and all, Heaven would shine through.

-ALICE CARY.



DEPARTMENT OF EXAMINATIONS

豧豧컜豧컜豧컜豧巯컜颒滐颒粫컜颒颒颒沵豜컜殏颒컜컜颒滐豜滐殏颒滐颒颒颒颒颒颒颒颒鄊颒颒郲颒瘷瘷**郲**瘷颒瘷瘷瘷

TEACHERS' EXAMINATION

GEOGRAPHY.

Give the names of all the planets.

What are the stars?

- What is meant by the Oceanic Islands?
- What the zones and give their boundaries. What determines the width of zones? What races of people inhabit Mexico?
- What are the main exports of the Philippines? China? Australia? Java? What are the different forms of government in South Japan?

America

9. Name three peninsulas touching the Mediterranean sea.
10. What and where are the following: Tchad, Nile, Guinea, Morocco, Natal, Zambeze, Celebes, Siam?

GRAMMAR.

How are words classified with reference to use?

What determines whether a word is a verb or a noun?

What is inflection? What parts of speech are inflected? How is the person of a noun determined?

5. 6.

Give five rules for forming plurals. Give the properties of nouns and verbs. Give the possessive singular and plural of the following: Negro, bamboo, lady, foot, fisherman, son-in-law, ox, horse, fly,

8. Compare the following adjectives: little, near, many, much, bad, ill, famous smooth, wise, honest.

9. Write a sentence containing a common noun for the subject and a proper noun in the predicate.

10. Give the case of the underscored words in the following sentence: Juan, where is Manila, the capital of the Philippine Islands?

PHYSIOLOGY.

 Why is thorough cooking important?
 Give the processes through which food passes to form living matter.

What purpose does salt serve in the living body? State clearly why food should be thoroughly masticated. Give the functions of the skin.

5. Give the functions of the skin.
6. What is a cold? How should it be treated?
7. What is a gland? Name three of the human body.
8. Is it correct to say that exercise will lead to the proper development and health of the muscles?

Of what is the eye composed?

What important functions continue during sleep?

PHILIPPINE CIVIL GOVERNMENT.

1. How are the non-christian provinces governed?

- What is the Philippine Assembly. Give the various steps in the history of its formation.
- 3. How many delegates compose the Assembly? How long may a delegate hold office?

 4. Name the various bureaus of our government.

 5. What is the principal work of the executive bureau?

 6. What is the Bill of Rights?

- 7. Why is it of the greatest importance for Filipinos to study the Bill of Rights."
 - 8. Discuss the Bill of Rights briefly.

9. Define popular government.
10. What is the object of taxation?

SIXTH GRADE

ARITHMETIC

- Define fraction, terms of a fraction, mixed number, improper fraction.
 - 2. Add 23, 43, 165, and 198 7-12.
- What is the cost of the following bill of goods: 48 pounds of rice, at 5 cents a pound; 4 pounds of coffee, at 62½ cents a pound;

3 dozen eggs, at 48 cents a dozen; 12 cakes of soap, at $33\frac{1}{3}$ cents a cake; 24 pounds of sugar, at $16\frac{3}{4}$ cents a pound; and 50 pounds of flour, at $8\frac{1}{2}$ cents a pound?

4 A and B start from the same place and travel due west for three days. A travels at the rate of thirty miles a day, and B at the rate of 22 miles a day. At the end of the third day B turns and goes due east. A continues due west. How far apart will they be at the end of eight days?

5. Divide nine hundred by one hundred twenty five hundred-

thousandths and multiply the quotient by four hundred-millionths.
6. The product of three numbers is 739,674. Two of the numbers are 78 and 87. What is the other number?
7. A can do a piece of work in three days, and B can do it

in five days. In what time can both together do it?

8. Twelve years ago I was 4-9 as old as my father. My father is 48 years old now. What part of his age is mine?
9. If 7 eggs cost 21 cents, what will 15 dozen cost?
10. If \(^2\)4 of a pound of butter costs 24 cents, what will 6\(^2\)4 lbs.

cost?

GEOGRAPHY

Describe savagery, barbarism, civilization.
(a) What is meant by the natural resources of a country?
(b) Into what three classes may industries be divided? (c)

Name an industry of each class.
3. (a) Define each kind of government. (b) Name the chief religions of the world.

In what relief regions is North America?

Name ten animals of North America. Name the political divisions of North America.

What is meant by Height of Land, Piedmont Region,

Tide water Region.

8. Name the drainage slopes of North America and an important river of each.

9. (a) In what heat belt does most of the United States lie? (b) When is there little rainfall? Why? (c) What winds prevail east of the Rockies and what ones prevail west? (d) Tell the effect of each upon the climate.

10. (a) What kind of a government has the United States? Define each department of government. (c) What is the difference between a state and a territory?

GRAMMAR

Write a definition and give an example of each of the following:

Intransitive verb;

Subordinate conjunction; Demonstrative adjective;

Predicate noun; Noun in apposition; Passive voice;

Relative pronoun; Present perfect tense.

Write sentences containing:
A noun-clause as object of a verb;
A noun-clause as subject of a verb.
Tell the part of speech and the use in the sentence of each

word in the following sentence:

"He said that it was dangerous to climb the mountain."

4. Name and define the three degrees of comparison of adjectives.

Compare such of the following adjectives as may be compared; Omit such as can not be compared:

bad, little, square, far, well, double, wooden, ill, all.
5. Analyze the following sentence:
The farmer set a net in his field to catch the crows that were eating his corn.

Is each verb in the following sentences correct? Give a reason for your answer in each case:

Every pupil is present today.

All the pupils are present today. The class has its own president.

. .

- The class have their own books. (d)
- Both Juan and Pablo were present. Either Juan or Pablo was absent.
- Tell the person and number of each pronoun in the following sentences:
 - I, who am his friend, speak truly. He, who is their friend, speaks truly. It was I whom they hated. (a) (b)

I come to you, whom I know to be my friend.

Tell the use or construction of each underlined word in the following sentences:
(a) Whatever he undertakes prospers.

They elected him captain. He brought me the book.

By doing nothing we learn to do ill. He has oranges to sell. Gold is heavier than iron.

FIFTH GRADE

ARITHMETIC.

(Analyze.) A man paid \$\mathbb{P}_{27,984}\$ for horses at \$\mathbb{P}_{212}\$ each.

He sold them at \$\mathbb{P}_{225}\$ each. How much did he gain?

2. (Analyze.) A drover sold 752 head of cattle at \$\mathbb{P}_{75}\$ each, and with the money he bought 37 hektars of land. How much per hektar did he pay?

. 3. Find the greatest common divisor and the least common

multiple of 48, 64, 80, 98.

4. Find the sum of 22 7-9, 46 5-18, 83 \frac{1}{3}.

5. A man who had \$\mathbb{P}\$20 4-5 bought a ton of coal for \$\frac{3}{4}\$ of his money. At the same rate how much must be paid for 18 2-7 tons?

6. At \$5\frac{3}{4}\$ per pico, how many picos of tobacco can be bought

for \$691.

- 7. A man who had 1329 7-10 hektares of land sold 289 9-20 hektars at \$29\frac{1}{4} per hektare; 796 hektars at \$35 3-10 per hektare and the remainder at \$26\frac{3}{4} per hektare. How much did he receive for all?
- 8. If it requires 3¾ meters of cloth for a coat, 2 3-5 meters for trousers, and 4-5 meter for a waistcoat, how many suits containing all three pieces can be cut from 100 1-10 meters of cloth?

9. A owned 4-5 of a sugar farm and sold 2-5 of his share to B. B sold \(\frac{1}{2} \) of what he bought to C for \(\frac{1}{2} \) 1850. At that rate what is the value of the whole farm?

10. Felix, José, and Juan can plow a certain field in three days. Felix and José can plow it in 4 days. In how many days can Juan plow it working alone?

LANGUAGE.

- 1. Define the different kinds of sentences as to use, and give an example of each.
- 2. Classify the following sentences as to use and give your reason:
 - My school, Carlos, is the San Carlos Intermediate School. I saw that beautiful sunset last night.
 - (b) Who is that man walking in the street? "Beautiful hands are hands that work."
 - Father, please buy me that book.
- 3. Underscore the subjects and predicates in the following sentences. Put a cross under the predicates also:

Carlos, when are you going to get me some water?

How terrible is war!

- Has the Russo-Japanese War ended? Whose sister is that little girl? The constitution of the Lipa Intermediate School (e) Literary Society is the highest law of the Society.
 - Tell your parents the truth. What a beautiful bird that is!
 - One by one the days go by. Carlos, please loan me your knife. Carlos, what is that in your hand?
 - Construct a declarative sentence having a plural subject. Write an interrogative sentence having a plural noun (a) (b)

in the predicate. Write an exclamatory sentence having a singular noun for the subject and a singular noun in the predicate.



CRAIG'S COMMON SCHOOL QUESTION BOOK

This book contains about 8,000 questions and answers on all sub-jects below the high school. Price P3.25. Postage P.22. Send your orders to

FRANK R. LUTZ **Editor Philippine Education**

(d) Write an interrogative sentence whose predicate expresses action.

(e) Write an exclamatory sentence having a plural noun for the subject and an adjective in the predicate.

Use the following words in original sentences: 5.

were vaccinated there is are dead died was whistling was written made of writes afraid ache very much

FOURTH GRADE

ARITHMETIC.

1. $2-3\times\frac{7}{8}\times 1\times6^{\frac{2}{3}} = \text{what}$?

2. Juan has 40 centavos and Carlos has 2-5 as much. How much money have both together?

3. Francisco gave ½ of his candy away. How much had he left if he had 5-6 of a pound at first?

4. A certain farm contained 420 3-5 hektares. Domingo bought $\frac{2}{3}$ of it and then sold 3-5 of what he had bought. How many hektares did he sell?

Multiply 7 by the third of 6 and divide the product by the

6. A man earns \$\mathbb{P}_{3-5}\$ in a day. How much does he earn in a week?

7. Seven is the third of what number?
7. Seven is the third of what number?
8. I am 20 years old. My age is 5 years less than ½ my father's age. How much older than I is my father?
9. Which is more, the sum of 5-6, ¾, and ½ or the product of 3 and ¾? How much?
10. If seven pigs cost \$\mathbb{P}_{28}\$ what will \$15\$ pigs cost? (Analyze.)

GEOGRAPHY.

Which way is Australia from the Philippines? How long does it take to go from the Philippines to Australia?

What is the principal city of Australia? What does your country import from Australia? Who are the natives of that country?

To whom does Australia belong?

Where is New Zealand?

Name an important product of this island. Where is Java? To whom does it belong? Name the principal products of Java. Do we buy any of

Java's products?

10. Is Borneo very island? Who owns it? Is Borneo very far from us? Is it a very important

ARITHMETIC

Write in figures fifty thousand four; five thousand five hundred seven; ten thousand ten; nine hundred thousand nine hundred ninety-nine.

2. James earned \$\mathbb{P}_{3.00}\$ one week and \$\mathbb{P}_{7.00}\$ the next. He

then spent P6.00. How much money had he left?
3. Add the following:

86	324	5708
34	568	3046
59	793	728
78	501	49
47	78o	8
74	92	76
89	5	544
21	204	7247

How many ten's in 32?

Make a triangle. A square.

Juan had \$\mathbb{P}_{20}\$. He lost \$\frac{1}{4}\$ of it. How many pesos had Juan left?

Multiply 234 by 26.

Divide 1248 by 3. P4700—P462+P2180=what?

10. Maria's book has 375 pages. If she reads 125 pages in one week and 78 pages the next week, how many more pages has she to read?

GEOGRAPHY

 Name the principal animals of warm countries.
 Why do people living in cold countries have tightly built houses?

3.

What is a peninsula? An island? A bay? Name 5 islands outside the Philippines and tell where 4. they are.

5. 6.

In which part of your province do you live? What is the capital of your province? In what part of the province is it?

7. What provinces touch yours? Are they larger or smaller than yours?

8. What are the principal crops raised in your province? In the provinces surrounding yours?

9. What provinces have you visited? What did you see that you never saw in your own province?

10. Name the officers of your town.

TEACHERS' DEPARTMENT

Teachers' Daily Thought for October.

"No man can lounge into success."

Write this "Daily Thought" on a slip of paper. Write it as neatly and as nicely as you can. Mount it on a pretty card and place it where you will be sure to read it daily.

WIN TEN PESOS PHILIPPINE EDUCATION'S ₱10.00 PRIZES

PHILIPPINE EDUCATION offers a cash prize of -P-10.00 for the best article on each of the following subjects:

1. HOW TO SECURE GOOD ATTENDANCE AND PUNCTUALITY.

2. HOW THE BARRIO TEACHER CAN HELP THE BARRIO PEOPLE OUTSIDE OF THE SCHOOL ROOM.

The contest will be closed Jan. 1, 1908. It is open only to Filipino teachers.

The relative values to be considered by the judges will be:

 Subject matter.
 85

 English.
 10

 General appearance of manuscript.
 5
 100

The name and address of writer must be attached to the manuscript on a small piece of paper.

No articles will be returned. They shall all become the property of PHILIPPINE EDUCATION.

To the writers who win we will mail a TEN PESO BILL.

Very respectfully, F. R. LUTZ.

Editor, Philippine Education.

A NEW IDEA

Every Friday my third grade pupils have an examination, reviewing what they studied during the week. Their grades are posted on the walls. They like to see good grades after their names.

-Bienvenido O. Tolentino.

PROMPTNESS

I have noticed that beginning and closing schoo promptly is a wonderful help in discipline.

—Jose Reyes.

I make it a point to write a new motto on the blackboard every morning. The first thing the school does is to study the motto.

—Ţ. C.

I have found that pupils like to be greeted pleasantly in the morning when \bar{t} hey come to school.

-Teodoro Obando.



"Successful Teaching" is just the kind of a book a successful teacher wants. It gives many new ideas and tells him HOW to do things.

PRICE:—₱2.15. Postage ₱ .16.

Send your orders to

FRANK R. LUTZ.

Editor, PHILIPPINE EDUCATION.

LANGUAGE LESSONS

THIRD GRADE

By FRANK R. LUTZ

WHETHER OR NOT

1.—Is your father at home now?

2.—Does Juan know the multiplication table?

If some one should ask you the first question and you are sure that your father is at home you should say, "Yes, my father is at home now."

If you are not sure that your father is at home you should say, "I do not know whether my father is at home now or not" or "I am not sure whether my father is at home now or not."

If some one should ask you the second question and you are not sure that Juan knows the multiplication table, you should say, "I do not know whether Juan knows the multiplication table or not."

Answer the following questions in complete statements.

1.—Will you live to be seventy-five years old?

- 2.—Will your hair be gray when you are fifty years
- 3.-Will your head be bald when you are sixty years old?

4.—Is your head bald now?

- 5.—Does Simplicio clean his shoes before he goes into a house?
 - 6.—Is Antonio's little brother cracking nuts now?

7.—Are you cracking nuts now?

- 8.—Does your mother expect company this evening? 9.—Do Frank and James intend to go to school next year?
 - 10.—Do you intend to stay in school all this year?

II.—COPYING

Study the following sentences and then copy them. Copy them carefully and neatly.

I.—I do not know whether my head will ache tomorrow or not.

2.—Charles does not care whether Edward smiles

3.—My teacher said that she did not know whether she would teach next year or not.

4.—My father has not decided yet whether he will buy a farm or not.

5.—Lazy boys and girls do not care whether they know their lessons or not.

6.—I do not know whether the money was found or not.

III.—PRACTICE WORK

Copy the following sentences, filling the blanks with suitable words. Use WHETHEROR NOT in

I.—I like to see beautiful things but I do not know you like to see pretty things

2.—Charles does not know his brother went to the market

3.—I am not sure you saw the stars last or

4.—Frank has not decided yet he will go
home June not.
5.—My friends do not know I cried
when I hurt my finger.
6.—Do you know Vicente passed the ex-
amination?
7.—Did you hearPedro passed the examin-
ation?
IV.—ORAL COMPOSITION.
Use the following in original sentences with WHETHER
OR NOT:—
had sporthing in his hama

has anything in his home into his pocket there were ever went

as....aslarger than than those

got were taken afraid

looking at anything said that was raised

V.—A DRILL—ORAL AND WRITTEN.

Use the following in original sentences:-

,
aı
οι
is
bı
sh
οι
m
is
W
to
is

2.

e breaking ight not break breaking all buy ught to buy ay buy cooking as cooked cook

going to cook

was broken should not break break will not break were bought should not buy are buying will buy can cook are cooking cooked must cook ought to know how to cook

is going to break was bought buys buy me a will never buy cook were cooked was cooking are going to cook

FOURTH GRADE LANGUAGE

LESSON 6

A CONTINUATION OF THE STATEMENT. Review Lesson 5 in the September paper.

I.—PRACTICE WORK.

- A sentence that is statement. statement end with a
- A should begin a letter.
- 4. Anything that you can see is an object.
- 5. A group of words expresses a thought a sentence.

II.—ORAL EXERCISE.

Make twenty statements using DID. Make twenty statements using IS and ARE.

III—WRITTEN EXERCISES.

Write statements about the following objects. In five statements use the word DO. In the other five use DOES:

stars my sister

a flower mothers

the boy a tree

girls water school potatoes

LESSON 7.

IV.—FORMATION OF OUESTIONS. Give the proper questions for these answers.

I. Yes, sir, I know what an object is.

- 2. A sentence is a group of words that expresses a thought.
 - All boys do not know what a statement is.
- María knows that a statement should begin with a capital letter.

5. Federico knows that Panay is an island.

- Many Filipino pupils know that Luzon is larger than Panay.
 - Felicidad knew her lesson very well this morning.

There are many Filipinos studying English.

Pronounce carefully.

these (thez) prop'-er flow'-er po-ta'-to

group isl-and (il'-and) stud'-y-ing

LESSON 8.

TO THE TEACHER: Remember that this is a language lesson. If properly taught pupils become very enthusiastic over these lessons on Luzon. But you must not forget that thoroughness and accuracy should be your aim.

Review the story before you give the examination.

A STORY OF LUZON.

Luzon is a very large island. It is the largest island of the Philippines. It is in the northern part of the Philippines. The Pacific ocean is east of Luzon and the China sea is west of it. Manila Bay is the principal bay of this island.

Manila is the largest and most important city in the Philippine Islands. It is on the island of Luzon. Batangas and Laoag are also important towns on this

island.

There are many rivers on this island, but the Rio Grande de Cagayan is the largest. It empties into the Pacific Ocean at the northern end of Luzon. In the rainy season this river overflows its banks.

The people of Luzon raise tobacco, sugar, coffee, coconuts, rice, hemp, and other things.

The Tagalogs and Ilocanos are the principal Filipinos on this island. Many of them are studying English. There are many Chinese on this island, also. Many of the Chinese are merchants.

Pronounce carefully. raise (raz) co'co-nut (ko'-ko-nut)

sea'-son to-bac'-co

Do you remember what a statement is? How many statements in this story?

Who can read the statement that tells what Luzon

Who can read the statement that tells where Luzon

Who can read the statement that tells what the people of Luzon raise?

II.—SPELLING.

Luzon island China Sea empties Ilocanos coconut Batangas cities tobacco coffee

Philippines raise Laoae Río Ğrande de Cagayan Tagalogs

Pacific Ocean sugar overflows season Filipinos

LESSON 9.

EXAMINATION.

Pupils, try your very best to answer all these questions without one mistake. Write neatly.

- What is Luzon?
- Where is Luzon? 2.
- What ocean is east of Luzon? 3.
- What sea is west of Luzon? 4.
- What is the principal bay of Luzon? 5.
- Which is the most important city of the Phil-6. ippines?
- On what island is the principal city of the Philippines?
 - Which is the largest river of Luzon? 8.
 - What do the people on Luzon raise?
 - Who are the principal Filipinos on this island? IO. Are there many Chinese on the island of Luzon? II.
 - Do you live on Luzon? I 2.
 - Where is the town of Batangas?

Second Grade Language—One Month's Work

SUGGESTIVE WORK FOR TEACHERS USING REIMOLD'S LANGUAGE BOOK By Mrs. Carrie E. Anderson, Supervising Teacher, San Fernando, Pampanga

LESSON 5—PART II
Talk about the carabao. Which is stronger, the carabao or the horse? Which of the two is more useful? For which work is the carabao better? For which is the horse better? Will you be richer if you have ten carabaos or ten horses? What kind of horns has a carabao? Name other animals that have horns? Do all these animals you have mentioned eat grass? How are the ears and eyes? Has the carabao teeth? As many as the horse? How many toes has the carabao on each foot? Has the horse toes like it? What animals have toes like the carabao? Learn "hoofs." Some hoofs have two toes; some have only one toe. What is the color of the carabao? What kind of skin has it? What is made of the skin? What is made of the horns? What other parts of the carabao do we use? What can the carabao do? Does it eat anything besides grass? Where does it like to lie? In the water or mud. Where is Manuel? What is on the sled? Where has Manuel been? Where is he going? What is he going to do?

SEAT WORK.

1.—Make a sled of bamboo.

2.—Draw the picture of a carabao from memory.

3.—Follow directions given in written exercises.

LESSON 6.—PREPARATORY.

Read three statements on page 39. Tell about what each statement says something; as, Manuel is riding the carabao. This statement tells something about Manuel. Are there any statements on page 24? Is the first line on page 41 a statement? Does it tell us something about a pencil? Does it ask something about a pencil? If you ask about something you use a question. Ask a question about Manuel and the carabao. About the parrot.

THE LESSON.

Is the first line a statement or a question? Make a question of it. What does No. 2 ask about? Why is it not a statement? Make a statement about the parrot's beak. Now ask a question about it. Answer the questions 1, 2, 3. Make a statement and question about each of the following: bird, carabao, mango, papaya, bolo, zapato. Ask five questions about the picture on page 38.

SEAT WORK.

- 1.—Write questions asking one of your playmates about his name, about his age, about what he ate this morning for breakfast, about what he has in his pocket, about what his mother is doing; about where he lives, about his brothers and sisters, about the studies he likes best. (These lessons should be oral first.)
- 2.—Count the number of statements on page 33. The number of questions.
- 3.—Write the first word of every statement on the same page in a column, and the first word of every question in another column.

LESSON 7.

(To the question "Why is it a question?" the answer should not be "because it has a question mark.") Read the questions on page 47. Read the statements. Can you find a question in the book that does not begin with a capital letter? What is the first word of each question

on this page? What is the last word? What mark follows the last word? How many question marks on this page? Ask questions for which the following are the answers: I am writing. Pedro is reading. The book is on the table. My desk is four feet long. The horse eats grass. The crayon is white. The table is made of wood.

SEAT WORK.

1.—Copy the lines written in heavy type on pages

2.—Make two sentences with the word "statement," and two of each of the following words: "question," "first," "mark," "asks," "capital," "word," "begins." (No reference is made to the written exercises for they are supposed to be followed faithfully without further suggestions.)

LESSON 8.

What is a lantern used for? Where do we use lanterns? (Carromatas, streets, houses, in processions, bancas, boats, etc.) What is this lantern made of? What are you going to make this lantern of? How should you make the sticks? Why? Why should we have a frame first? To give shape to the lantern. To have something on which to paste the paper. With what do you measure the paper? With what do you cut it? How do you put the paper on the frame? Why do you put the candle into the lantern? What is the candle made of? What else can you light? Lamp, paper, wood, straw, etc. How many stars are in this lantern? How many long sticks? How many short sticks?

SEAT WORK.

- 1.—Make a lantern like this of bamboo and paper.
- 2.—Draw ten stars in a row with five points each. Have the points even distances apart.
 - 3.—Copy all the names of objects in this lesson.
 - -Make a statement with each of the names.
 - 5.—Write a question about each of the names.

LESSON 9.

We leave this lesson for the teacher to work out.

SEAT WORK.

- 1.—Make three different columns having in the first the names of manufactured articles; in the second, names of the materials used for them; in the third, names of the tools used in making them.
 - 2.—Draw five tools that you use at home.
 - 3.—Make three tools out of bamboo.

LESSON 10.

Ask five questions about this picture. Give five statements about it. How many sentences did you make? Make one sentence of the first two lines changing all the nouns into the plural. Statements and questions are called sentences. Review thoroughly and drill pupils on asking questions intelligently and correctly.

SEAT WORK.

The teacher should prepare this.

LESSON 11.

Ask five other questions about this picture not given in this lesson. Have each question in the book answered on the board, one at a time. What will they plant in this field? What month is this? In what months will the field be dry? Is the ground hard or soft now? How will it be when the rice is ripe? Who will work in the fields then? Name the different labors done in the rice-fields in their order. Irrigating, plowing, sowing, planting, cutting, stacking, and thrashing. Tell how each of these labors is done. Tell in what month each is done.

SEAT WORK.

- 1.—Answer questions in writing.
- 2.—Make a plow of bamboo.
- 3.—Draw the plow.

LESSON 12.

Every question should be answered on the board by one or more of the pupils before the class, and if mistakes are made they should be corrected with the help of the other pupils and the teacher. This should be the rule of all written lessons.

Have one pupil write the first four lines in this lesson on the board, but instead of using the name Pedro Cruz have him use the name of one of his class-mates who is to stand beside him while he is writing on the board. Then one other pupil may ask the questions in the book referring to the class-mate whose name is on the board. Ask for the family names of the pupils. Have pupils give other family names not yet mentioned. How many in your family have the same family name? How many belong to your family? Develop terms "father, mother, sister, brother, son, daughter," with reference to the term "family." Teach the term "given name." Does more than one child of the same family have the same given name? Why not? How many children have the same given name in your school. Which given name do you like best? Who gives the names to the children? When? Are the given names ever changed as long as a person lives? How many names must there be in a full name? Read the four lines written in heavy type. Find some other lesson that you have learned in which it tells us where we must use a capital letter.

SEAT WORK.

1.—Make a column of ten different given names and a column of ten different family names. Read each given name with each family name. How many full names would that make?

2.—Copy and study well all the lines in heavy type.

LESSON 13.

Give a family name to each one of the children on page 30. Do they all have the same family name? On page 32. Write their full names. Do they all have the same family name? Give the full names of other boys and girls found in this book. Tell which are the given names and which are the family names. In lesson 13 read all the given names; all the family names. Tell the first letter of each of the given names; of each of the family names. What kind of letters must these be?

SEAT WORK.

- 1.—Write a question about each one of these names.
- 2.—Answer these questions.



MANUAL TRAINING WITHOUT TOOLS OR MATERIALS

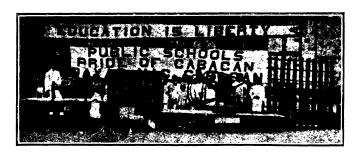
By PERRY P. THOMSON.

Cabagan Nuevo, Isabela, has never received any supplies or tools for sewing or manual training from the bureau of education. But the schools have not been idle in this line.

The girls of grades III and IV have made more than forty children's garments, each fitted to a particular child; miniature clothing, dolls, doll's bedding, pincushions, outline needle work maps banners etc. etc.

outline needle work, maps, banners, etc., etc.

The boys of grades III and IV have made furniture for the supervising teacher's office in the presidencia. The shelving is of bamboo split to narrow strips set edgeways and tied with rattan. Ample room for a year's school supplies is provided. A large table and a cabinet for blanks and records of the supervising teacher were also made by the pupils. Four tables for the school, post office cabinet for the post office, vara, yard, and meter sticks, cubes, spheres, liter boxes, relief maps on wooden tablets, are among the things our pupils made.



Materials have been secured by solicitation, by purchase with prize money, by use of boxes in which supplies came and by various other ways.

The object of sewing and manual training in school is to make education practical; if in addition, the school provides its materials then are not the results better?

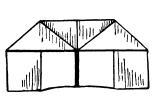
Incidentally the supervising teacher has learned the difference between a plait and a tuck, and he has learned to saw to a line with a Filipino saw.

THE CALIFORNIA GROCERY COMPANY

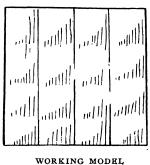
PROVINCIAL ORDERS SOLICITED

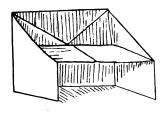
104 CALLE ECHAGUE QUIAPO, MANILA

ALL ORDERS RECEIVE PROMPT ATTENTION



BARN





SOFA

7. Place model before you so that the SOFA is readily recognized.

Note:—Models may be tied with Alegeria fiber. Newspaper stock, book covers, writing pad paper, foolscap, and Manila wrapping paper may be used in this work. Paper (Manila)—assorted colors—may be obtained from E. C. McCullough & Co., Manila, P. I. This paper is cut accurately 8"×8" and costs P5 per 1,000 sheets. Read carefully and understand directions for each step before attempting to follow them. Take steps in order as numbered.

Paper Sloyd.—Grades I-A and I-B.

(CENTRAL AND BARRIO SCHOOLS.)

By William F. La Pointe, Supervising Teacher, Malasiqui, Pangasinan.

LESSON PLAN I.—A BARN.

- 1. Place paper with one edge parallel to edge of desk.
 - 2. Mark upper right hand corner 1.
 - 3. Mark upper left hand corner 2.
 - 4. Mark lower right hand corner 3.
 - 5. Mark lower left hand corner 4.
 - 6. Fold edge 3-4 from you to fall upon edge 1-2.
 - 7. Crease, fold, and open paper.
 - 8. Fold edge 1-3 to the left to fall upon edge 2-4.
- 9. Crease, fold, and open paper. (Do not turn the paper around—use both hands.)
- 10. Fold edge 1-3 to the left to fall upon the diameter. Crease, fold, and open paper.
- 11. Fold edge 2-4 to the right to fall upon the diameter. Crease, fold, and open paper. (Be sure that all corners and edges meet.)
- 12. Fold edge 3-4 from you to fall upon the diameter. Crease, fold, and open paper.
- 13. Fold edge 1-2 toward you to fall upon the diameter. Crease, fold, and open paper.
- 14. Place model before you so that 16 squares are visible.
- 15. Fold edge 1-2 towards you to fall upon edge 3-4. Crease and fold. (Do not open the paper until you are ready to tie.)
- 16. Mark the square in the upper right hand corner
 - 17. Mark the square in the upper left hand corner 2.
- 18. With the thumb and first finger of right hand open and fold 1 so that the laps form a triangle and two lower squares.
 - 19. Do the same with 2.
- 20. Stand model upon desk so the BARN is readily recognized.

LESSON PLAN 2.—SOFA.

- $\scriptstyle \text{I.}$ Place model upon desk so the BARN is readily recognized.
 - 2. Fold edges 1-2 from you to fall upon upper edge.
 3. Crease, fold, and open paper. (Use thumb
- 3. Crease, fold, and open paper. (Use and first finger of both hands.)
- 4. Fold edge 3 to the left to fall upon edge 1. (Be sure that all corners and edges meet.) Crease, fold, and open paper.
- 5. Fold edge 4 to the right to fall upon edge 2. Crease, fold, and open paper.
 - 6. Repeat the second direction.

Paper Sloyd.—Second Grade.

By John R. Curtis.

MODEL NO. 16—A BLOTTER.

This model has the same name and its use is the same as that of model number seven. The only difference is in the point of the flap or part of the blotter cover which turns under. The flap being a semi-circle (half circle), requires the use of a circle maker or compass in addition to the instruments used in making the models which have straight lines for their sides.

Construct a rectangle eleven and five-tenths centimeters long and six centimeters wide. Lay off the flap as shown by the arc and scoring line in No. 16, by finding the midpoint of the scoring line and from this point as a center with a three centimeter radius describing the arc as shown.

Decorate with straight parallel lines as indicated, determine the position of the holes, cut out, and fold on the line which has been scored. Cut out a rectangular piece of blotting paper eight and five-tenths centimeters long and six centimeters wide, place it properly in the folded cover and punch the holes as indicated. Tie with a string of hemp or some other fiber which has been secured and prepared by the pupils with their teacher's help and direction.

MODEL NO. 17.—A WALL POCKET.

Construct a sixteen centimeter square. Measure and score as indicated in No. 17. Cut out the square, punch the holes, and fold on the scored lines. Tie or lace with some pretty thread or fiber. Put a string or ribbon through the hole at "A" to use in hanging the pocket on the wall.

This pocket may be made as large as you like and, if made large enough of strong material (paper or card-board) is very useful.

MODEL NO. 18—A CUBICAL BOX.

Construct a rectangle twenty four centimeters long and eighteen centimeters wide. Score as shown in No. 18 and cut out carefully, punch, and fold. Tie through holes which are nearest each other after folding and you have a box six centimeters square and six centimeters deep. Observe that every side or face of the box is square and that they are all equal squares. Teach that a figure of this kind is called a cube. If it is a box, it is called a cubical box. The lid or cover of the box may be fastened by tying through the holes at A and B. If you think your pupils need another exercise of this kind you may design another cubical box larger than this. In designing such a box, remember that you should first lay out a rectangle and that the width of this rectangle, used as a base, is always three-fourths of its length.

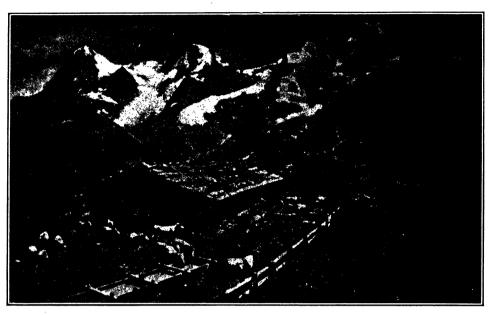
SWITZERLAND

FAMOUS

FOR.

ITS

SCENERY



FAMOUS

FOR

ITS

DAIRY

PRODUCTS

SEND FOR

SWISS MILK SOCIETY-YVERDON

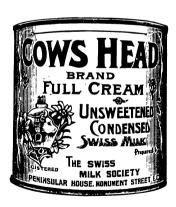
BRAND BRAND

Pure Swiss

MILK

and

CREAM



The Best

Switzerland

Products

HUENZLE @ STREIFF

43 Calle David

Manila, P. I.

MODEL NO. 19—A LAMP SHADE.

From some point, as "C" in No. 19, as a center, describe two circles. One of the circles having a radius of three centimeters and the other having a radius of eight centimeters. Cut and punch as indicated and place the point A on the point B; then the paint D should be placed on the point E and threads of hemp or other material should be tied through the holes.

Teach that two circles having their centers in the same point are called concentric circles.

By making this model larger and tying small wires across the top to keep the shade from touching the lamp chimney, a very

useful object is obtained. If the inside of the shade is white and the outside green in color it will be better for the eyes.

Remember that many of the objects described in these exercises may be made a second or third time if different dimensions are given each time. By this plan a careful and energetic teacher can lengthen this course of exercises and at the same time cause the work to be interesting and helpful to the pupils.

to Pupils should be encouraged to design objects which they wish to make. They should always be required to make an accurate drawing of what they are to make and the teacher should see that the student understands clearly what he is planning and that his drawing is prop-



GREGORIO C. ARREOLA

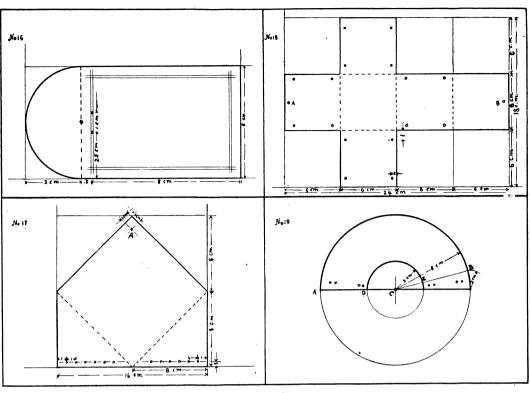


PLATE 6

erly done. Then let the pupil have the paper or cardboard to make the object which has been designed.

THE WORK OF THE FILIPINO TEACHER

By Gregorio C. Arreola, Principal Teacher, Sinait, Ilocos Sur.

In my own mind the Filipino teachers are working hard for the progress of the Philippine Islands. They are improving the knowledge of the young folks in order that they will become better and more useful citizens.

A good teacher who loves his own country does not only teach his pupils in reading, writing, spelling, arithmetic, and drawing. He must also teach them several kinds of work. He teaches them to plant several kinds of seeds and trees which will grow in the garden, in order that they may learn how to plant their own vegetables when they become men. He teaches them to weave hats, baskets, nets, etc., for their own use. He teaches them to build and repair the fences of the school garden in order that they may also learn how to do such work.

The people in the Philippines will become more active, useful, and progressive citizens, if all the Filipino teachers teach or train their pupils.

Filipino teachers should teach higher standards of industrial work to their pupils after they have learned all the works mentioned above.

A patriotic Filipino teacher does not only teach children for his eagerness to draw a salary from the government, but he ought to train children in the arts and sciences he knows in order that they may become more industrious. Meanwhile they may be able to hold offices of the different bureaus of the government, and after a longer period they will understand how to govern themselves wisely as an independent nation.

All the boys under my care understand how to weave hats and nets now. Some of them are now trying to make ropes.

One-half of the boys attending in the central public schools of Sinait are now wearing hats made of buri leaves. They made their own hats.

TROPICAL ECONOMIC PLANTS

No. 1—A STUDY OF THE BANANA AS A USEFUL PLANT*

By Theodore Muller, Teacher of Science, Provincial High School, San Fernando, Pampanga.

Nature has been and always will be the greatest benefactor of mankind. Everything that will help us to understand her various themes, her creatures, her way of doing things, can not fail to be of lasting moral, intellectual, and material benefit. A study of the nature of plants is of benefit in any country. Especially will it be of benefit in the Philippines, which ever has been, and as far as human understanding can see, always will be an agricultural

When the Filipino people are brought to a better understanding of nature, to a better appreciation of its value in their material and moral life, the islands will develop and prosper. Nature has put her materials most lavishly at the disposal of the people here, let the people but awake and realize their value, and the greater development of the country will as surely follow as day follows night. In the words of Rizal, the islands will not be "nuestro perdido edén" (our lost Paradise), but "patria adorada" (beloved country) "Perla del mar de Oriente" (the Pearl of the Eastern Sea).

To make a start in the right direction and especially to awaken greater interest in the origin and history of our tropical economic plants in Filipino teachers and pupils in our intermediate and high schools, the writer has undertaken to write for Philippine Education a series of articles on "Tropical Economic Plants."

Toon a series of articles on "Tropical Economic Plants."

Teachers in any branch of Plant Life, let the pupils know that farming is a noble profession. Let the pupil feel that when he leaves school and goes back to his home in the barrio, he can be of use and benefit to his family. Let him not feel that education has placed him out of touch with his own people, that education has estranged him from his beloved ones, that he is out of place in his Inculcate into his inmost being a love of nature barrio home. that will embrace his home, his country—the world! Let him feel that a study of nature's ways can supply his yearning to do some good in the world. Let him feel the joy of nature, the joy of living, the joy of work!

The Philippines produce many excellent varieties of bananas. With a little more care, still larger and better fruits could easily be produced. It will live almost anywhere in the tropics. It will nestle near the lowly hut of the poor. It will share the soil in the garden of the rich. It will prove a profitable investment to the planter. It gives fruit as abundantly to the savages high up in the mountains as to the civilized people in the plain.

Where then is the home of this plant? Where did it first grow? Has the banana always lived in the Philippines? Some say that its original home is in Southern Asia. Others think that it is a native of America. Humboldt, the great German scientist, believed that the banana grew in America long before the white men landed

in the New World.

The banana has been cultivated for ages and ages. We find several names for the plant in a very old language called Sanscrit. The ancient Greeks, Latins, and Arabs describe the banana in their books as a "very wonderful Indian fruit.'

A few thousand years ago, the Greeks conquered India. Altho their commander, Alexander the Great, did much fighting, he still found time to admire the banana. Pliny, the Roman historian, says that the Greeks in Alexander's army called the banana "Musa sapientum," because "sages mused under its shady leaves and ate of its delicious fruit.'

We know that all plants and animals die. Most of the time, their bodies decay. Sometimes, however, their bodies become hard and stony. Such stony plants or animals are called fossils. Fossil banana leaves

* The writer wishes to acknowledge his sincere gratitude to Prof. Lucien M. Underwood of Columbia University, New York, for his many valuable suggestions and kind criticism of the articles that will appear in this course. -T. M.

have been found in rocks in Germany, France, and even as far north as England. This shows that thousands and thousands of years ago, when the now temperate regions were still torrid, the banana grew and prospered. Bananas can not grow now in Europe, because the European climate is too cold for the plant.

The botanical family name for the banana is "Musa." Some believe that the word Musa comes from an old Arabic word for banana, namely mouz or mauwz. Most botanists think that the banana was named in honor of Musa, the physician of Augustus, the Roman emperor. The common cooking banana is called "Musa paradisiaca." The old botanists said that it was so named because the apron that Eve wore in Paradise was made of the leaves of this variety of banana. We do not believe this story now.

Civilization has scattered the banana to every place where it is possible to cultivate it. We find it growing in tropical Asia, in the islands of the Pacific, in Australia, in Africa, in fact in all tropical countries. With proper care, it can grow in semitropical regions and can withstand slight frosts. It thrives best in a temperature between 21°-27° C. The site selected for banana cultivation is generally a level plain in the lowlands near the coast, or, in valleys among hills where the plant may have a rich soil of decayed vegetable matter, plenty of rain or sufficient artificial moisture.

It has been calculated that from 25 to 65 tons of bananas can be grown on an acre of ground. Such a crop will supply more nourishment to man than is afforded by any other plant. 40,000 pounds of the edible portion of the cooking banana have been produced per acre. This will give food as follows: proteid, a substance like meat, 520 pounds; fat 250 pounds; and carbohydrates or starch 8,400 pounds.

The banana plants of the old world do not differ greatly from those in the new world. Neither do the bananas grown on islands vary much from those grown on the continent. Neither the wind nor the water could have scattered the seeds, for the old plant does not form new plants by seeds. New plants grow up from the roots of the old plant. Why banana plants in all parts of the world have the same structure is hard to explain.

Banana plants do not have a true stem. The false stem is formed by the long sheathed petioles of the The veins of the long and broad leaves are parallel. The leaf is easily torn by the wind.

The flowers are borne on a stalk rising thru the center of the false stem. All the flowers under a single red leaf form a cluster. The red leaf itself is called a bract. In very many banana plants, the first few bracts that open contain only female flowers. These female flowers are generally called pistillate flowers. The next few clusters contain perfect flowers. Perfect flowers contain both male and female parts in the same flower. In such perfect flowers, there will generally be five stamens or male parts. The sixth stamen is either very small The last few bracts to open will contain or wanting. only male or staminate flowers. These staminate flowers will not form fruit.

The banana is called a berry. It differs greatly from a true berry like coffee. Still as it has an outer part or skin and a soft fleshy inner part, it comes nearer

to the berry than to any other type. Do you know what the dark dots in the fleshy part of the banana fruit are?

Most of the bananas imported into the United States come from the West Indies, Central America, and Mexico. A large quantity of bananas are raised in the United States. Still as land and labor in these foreign countries are cheaper than in the United States, Americans will continue to import bananas for many years to come. The most common varieties imported into the United States are the Martinique, having large yellow fruit, and the Baracoa, with dark red fruit of large size. Of the greatest importance to the Philippines is a member of the Musa family, the Musa textilis or abacá, which forms about two thirds of the exports of the islands.

The banana plant forms an excellent shade for abacá It may also be used to good advantage on coffee plantations. In temperate countries, the plant is used quite extensively as an ornamental plant, giving a tropical luxuriance to the landscape, or tenderly cared for in conservatories.

The banana is chiefly used as an article of food. In Venezuela, starch and brandy are manufactured from the fruit. On many plantations in the tropics, flour is made from unripe bananas. These are first put in scalding water so as to facilitate peeling. Then they are sliced, dried in the sun, powdered, and sifted. The flavor of the meal is enhanced by quick drying. Steel knives must not be used in cutting banana as the knives tarnish besides making the banana black. Whenever possible nickel blades should be used. The flour obtained is not good for making bread, but it is a fine ingredient for biscuits and cakes.

THE AMERICAN BAZAAR

I. BECK, Prop.

Nos. 11, 13, 15, and 17 - - - - ESCOLTA

THE PEOPLE'S STORE

Manufacturer's Agent, Direct Importer, Retail and Wholesale

Stationery, Notions
Small Ware, Fancy Ware
Soaps and Perfumes
Smokers' Articles
Gents' Furnishing Goods
Underwear, Hosiery
Ready-made (in New York)
Clothing
Barber Supplies
Jewelry
American Watches
Sporting Goods
Eye Glasses, Clocks
Military Goods
Souvenirs, Curios
Latest American Inventions,
Novelties

Small Hardware
Sales, Phonographs
School Supplies
Kitchen Uten-ils
Household Specialties
Office Specialtes
Office Specialtes
Fountain Pens
Mirrors
Plated Jewelry
Baseball Goods
Trunks and Suit Cases
Travelers' Outfits
Picture frame department
Children's Ready-made
Wearing Apparel

100,000 other articles

Big Department of Ladies' and Gents' Ready-made Wearing Apparel:

Headquarters, at Wholesale, for Army and Navy Canteen Supplies, Country Store-Keepers, and for Supply-Stores of Planters and Miners.

Write to us for prices on anything in our line. Write for special agreement in ordering by mail.

No middleman's profit. Everything carried in stock. Directly imported. No commissions or extra profits.

Manila, P. I., October 1st, 1907.

To Teachers in the Philippines:

You have doubtless often found it difficult to obtain a satisfactory ''Soft Drink.'' The ordinary sweetened soda waters are of too uncertain quality to take chances with. And there are times when the insipidness of sterilized water goes against the stomach; You feel that something with tone is required by the palate and you do not care for anything containing alcohol.

Let us suggest that you try ISUAN Soft Drinks. list includes Root Beer, Sarsaparilla, Lemon Sour, Cherry Phosphate and Ginger Ale. These are the highest grade drinks that it is possible to manufacture; they are all carbonated with ISUAN Natural Mineral water which is a guarantee of absolute PURITY and HEALTHFULNESS.

If they are not available where you are located, write direct to us and we will inform you where they can be obtained.

The Los Banos Improvement Co.

Manila, P. I.

ISUAN blends perfectly with Milk, Wine or Spirits.

Visiting Schools (A Circular Letter)

By Supt. H. A. BORDNER

The work of the supervising teachers is never completed. It is necessary for them to be up and going early in the morning and frequently they may not be able to return exactly on the official time.

The value of the visits of supervisors depends not solely upon the length of time they remain with each teacher nor the frequency of the visits made. The work of the supervisor should not and does not end when the outline is given to the municipal teachers. The best and most perfect outlines are entirely valueless if the municipal teacher treats them as an ornament or as some ideal to be desired but not attainable. These outlines carefully, logically, thoughtfully and pedagogically planned are indispensable to successful municipal and barrio schools, but the mere outlines, be they ever so good, do not make the schools. Every Filipino teacher wants and needs help, aid, counsel, suggestions, praise, criticism, patience, sympathy, and inspiration from the supervising teachers. Do all municipal teachers get these things from their supervisors? Supervising teachers have no "raison d'être" if they allow Filipino teachers to continue in the same old ruts day after day, month after month and year after year. It is not sufficient that they visit the schools regularly, count the number of children present, make reports and do the necessary clerical work. Some of the things which they can do when visiting schools are: watch and improve methods; correct grammatical errors and mispronunciations; see that lessons are fully and practically developed; demand good order; keep teachers from shouting at the top of their voices; invite teachers to sweep cobwebs from the ceilings; assist in difficult questions of school organization; look out for the cleanliness of house and teacher: give improved methods of instructions, and a thousand other things if need be.

The municipal teachers in any district are just what the supervisors make them. The municipal teachers will follow a leader; they will pattern after a good example; they will be active if action is required; they will be interested if interest is encouraged; they will do good work if good work is demanded; they will be careful if their supervising teacher is careful; particular if it is required, and careless and humdrum if the supervising teacher is careless and humdrum.

The schools and the municipal teachers are just exactly what the supervising teachers make them, but they are never better than the supervising teachers.

Let us have a self examination and ask the following questions:

What have I done to help my teachers? Have I given them encouragement and inspiration? What are the individual needs of my teachers in my charge? Are the schools under my supervision better now than formerly? If not why not? What help have I given to the weak teachers? Is the work in my district systematic? How can I increase the professional standing of my teachers? Do I take a professional journal? How can I advance without one good educational journal? Are the schools in my charge progressing, if not, why not? Have I done anything to really help and advance the teachers under my supervision? Do I enthuse my teachers? How is the order and attention in the schools under my supervision? Do I permit my teachers tomake the same nuistakes daily? What new or better things have I demanded the last month? Do I read professional literature?

ONLY 73.50

THE FOREST FOUNTAIN PEN

Is the Best Cheap Pen on the Market

If you once use a Fountain Pen you will always use one.

THEY ARE SO CONVENIENT

For the small sum of =P= 2.50 plus 20 centavos for registration and postage, you can buy this convenience, and it is gentlemanly to use a FOUNTAIN PEN.

TESTIMONIAL

I am using a FOREST FOUNTAIN PEN and I am glad to say that it is the best fountain pen I have ever seen for its price. I like it very much indeed. FRANK R. LUTZ.

Editor Philippine Education

SEND YOUR ORDERS TO

JOHN R. EDGAR & CO.

BOOKSELLERS AND STATIONERS

No. 143 Escolta

Manila, P. I.

THE NEW CENTURY STANDARD LETTER WRITER

The most complete book on letters ever published. It contains forms for:—

COMMERCIAL CORRESPONDENCE, FAMILY CORRESPONDENCE, LEGAL TRANSACTIONS, SOCIAL LETTERS, LOVE LETTERS, ALSO RULES OF ETIQUETTE, LIST OF SYNONYMS, ETC., ETC.

No matter what vocation you desire to follow, whether Political, Professional or Commercial, you can not succeed unless you are able to write a good letter. Letter writing is one of the most important subjects in many of the Civil Service Examinations.

The New Century Standard Letter Writer fully explains and illustrates all that is desired. We have a few copies of the valuable book on which we are pleased to quote the exceptionally low prices of (cloth) -P-2.20 per copy, (board) -P-1.60 per copy, postage free.

Orders should be accompanied by cash.

In ordering please be careful to state whether you wish the cloth or board binding.

Do not fail to secure a copy of this book before our supply is exhausted.

SEND FOR OUR RETAIL CATALOG

The American Book & News Co.

Manila, P. I.

ANIMAL STUDIES

By EDGAR M. LEDYARD, Teacher of Science, Manila High School

A SERIES of 24 leaflets for use in intermediate grades: General Leaflet; Classification of Animals: The Carabao; The Horse; The Goat; The Deer; The Hog; The Bat; The Monkey; The Dog; The Cat; The Chicken; The Crow; The Turtle; The Frog; Sharks and Rays; The Lo ust; The Mosquito; The Fly; Butterflies and Moths; The Bee; The Ant; The Spider; The Earthworn L.

The animals for study have been selected with a view to presenting forms that are known to every Filipino child. There are over 100 illustrations, largely from original sources, drawn by a well-known animal artist. The text is not a zoology, but a series of studies that will lay a sound foundation for further work, and is the only publication so far issued which adapts the best nature study methods in animal life to the needs of Philippine schools. The leaflets recognize animals as one of the great sources of wealth and emphasize the intelligent care of domestic animals.

SPECIMEN OPINION

"The Animal Studies leaflets are well planned and well worked out. Each leaflet brings out an astonishing amount of information concerning the animal studied and is very suggestive of further observation and study. The leaflet on Classification, with its concise statement of the characteristics of each group, hexcellent. Altogether the leaflets should prove of great value to teachers of animal

life in intermediate and provincial schools."—Edw. C. Jamison, San Fernando, Union.

STRONG ENDORSEMENT

"We recommend the use of Ledyard's Animal Leaflets in connection with school gardening and agricultural work."—Published resolutions of the Committee on School Gardening and Agriculture.

WORLD BOOK COMPANY

CASPAR W. HODGSON, Manager

Park Hill Yonkers-on-Hudson New York



Post Office Box 1100 Manila

Bonsall-Mercer Arithmetics

A Complete Course for Philippine Schools in Four Books

PRIMARY ARITHMETIC, PARTS I and II: REVISED EDITION. By Mabel Bonsall. Reviews first year numbers and completes the work of the second year. Illustrated with new pictures according to a new color scheme. Cloth. 128 pages. Mailing price, 45 cents.

PRIMARY ARITHMETIC, PART III: REVISED EDITION. By Mabel Bonsall and George E. Mercer. Complies with the new course of study and ends with a thorough review of Primary Arithmetic applied to simple business, agricultural and other industrial problems. Illustrated. Cioth. 160 pages. Mailing price, 50 cents.

COMPLETE ARITHMETIC, PART I. By George E. Mercer and Makel Bonsall. Gives much drill in essential processes; leads gradually to more difficult work and contains abundance of business practice. Illustrated. Cloth. 160 pages. Mailing price, 50 cents.

COMPLETE ARITHMETIC, PARTS II and III. By George E. Mercer and Mabel Bonsall. Thoroughly grounds the pupil in all the essential processes and completes the work in mathematics for intermediate schools. Illustrated. Cloth. In press.

These books have been well received both in the Philippines and in the United States. Experts have pronounced them equal to any arithmetics published for American schools.

JAMES C. SCOTT, Supervising Teacher, Sursogon: Bonsall's Primary Arithmetic, Parts I and II, is especially commendable for the choice of language. Pupils who are ready to begin a first reader will not find the English too difficult. The variety of simple methods makes it easy for the teacher to hold the attention of the class. In well-graded lessons the pupil is led to think for himself and to express his thoughts in the simplest arithmetical language.

CECIL BENT, Supervising Teacher, Dumanjug, Cehu: Bonsall-Mercer's Primary Arithmetic, Part III, Revised Edition, is incommensurably superior to any work for the third grade that I have yet seen. The authors have evidently been keenly alive to the fact that many students obtain their primary grade certificates and then drop out. They have aimed at an arithmetic warranted to give to these a knowledge of problems likely to occur in their later life, and have most admirably attained their object.

EUGENE H. RABUN, Supervising Teacher, San Carlos, Occidental Negros: I do not hesitate in saying that these arithmetics are the best that I have yet seen for the work in these Islands. I have just examined the Complete Arithmetic, Part I. The metric system is given the prominence it should have; many non-essentials, that we have had to labor with heretofore, are left out; the exercises are numerous, concise and clear; and the grading is well adapted to the course of study. The Bonsall-Mercer books are sure to prove favorites among Filipinos, as well as Americans.

WORLD BOOK COMPANY

Park Hill, Yonkers-on-Hudson, NEW YORK

P. O. Box 1100, MANILA

•			
	·	. ,	
· •.			